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THE SYSTEMS OF EDUCATION

IN

CAPE COLONY AND NATAL.

(Sectional Reprint from Vol. V. of "Special Reports on Educational Subjects.")



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INTRODUCTORY NOTE.

The following Reports are reprinted from Vol. V. of "Special Reports on Educational Subjects," published in April, 1901. They were originally undertaken in response to an invitation of the Lords of Committee of Council on Education, transmitted in 1897 by the Secretary of State for the Colonies.

1. CAPE COLONY—The History and Present State of Education in.

Part I., Sections 1-74, by Mr. G. B. Muir, B.A., of the Department of Public Education, Cape Town.

Part I., Sections 75 to end, Part II. and Part III., prepared from official documents by Mr. M. E. Sadler.

2. NATAL, the System of Education in, by Mr. R. Russell, Superintendent of Education, Natal. Revised in 1900 by Mr. R. Russell, Jun., Secretary to the Agent-General for Natal in London.

A synopsis of Contents will be found prefixed to each Report.

The contents-tables and prices of the volumes of "Special Reports on Educational Subjects," already published, will be found at the end.

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August, 1901.

THE HISTORY AND PRESENT STATE OF EDUCATION IN CAPE COLONY.

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HISTORY AND PRESENT STATE OF EDUCATION IN CAPE COLONY.

PART I.—HISTORICAL.

1. The History of Education in Cape Colony separates itself naturally into four periods, viz. :—

- (a) The period of the rule of the Dutch East India Company, say 1652—1806 ;
- (b) The first 32 years under the English Government, say 1806—1839 ;
- (c) The period of the establishment and development of the Herschel system, say 1839—1865 ;
- (d) The period from the passing of the Education Act of 1865.

A.—DUTCH PERIOD, 1652—1806.

2. The date of the first Dutch settlement at the Cape was 1652, and almost from the beginning some slight regard seems to have been paid by the Government to providing elementary instruction. In 1656, a school, said to be the first, was established in Cape Town for the instruction of slave children from the West Coast, the teacher being a "sick visitor" (sieckent-rooster), and the course of instruction embracing reading, writing, casting up accounts in gulden and stivers, the singing of psalms and the repetition of the catechism and prayers. The school lived only for a few weeks, but in 1661 it was re-started under the same teacher, who was then engaged for three years. Towards the end of 1663 another school was opened with 17 pupils, of whom 4 were slave children, 1 a Hottentot, and 12 Europeans. This venture was more successful; in time the attendance increased, and as long as the second teacher lived good work continued to be done. The former school must after a time have been closed, for towards the end of 1676 we find that it was resolved to obtain a qualified teacher for the instruction of coloured children, and in the meantime to allow the cleverest of such children to attend the school for Europeans. The school fees at the latter were, 6 heavy dubbeltjes per month for the alphabet class, 10 for those learning to spell and read, and 16 for those being taught arithmetic; children who were unable to pay were to be taught "for the love of God." Seven years later (1683) the first school at Stellenbosch was begun. The Council of Policy bore the greater part of the expense of the erection of a suitable building, having "furnished the nails" and provided carpenters and masons to do the work. The standard aimed at in the school was ability to pass an examina-

tion before the consistory preparatory to being publicly admitted as members of the Church. The teacher, in addition to his school duties, acted as "sick-visitor" and conducted divine service every Sunday; his salary was 50s. a month, with a free house, a large garden, and some small school fees. Much interest was taken in the school by Van der Stel, who used to pay it a visit yearly. In 1690, the first infant school, viz., a school for children under seven years of age, was started in Cape Town. A further step was taken in 1700 when the Dutch population of Drakenstein was, like that of Stellenbosch, provided with a sick-visitor and schoolmaster in one person. At Drakenstein instruction in French to the children of the Huguenots was for some time given, but, in consequence of directions received from Holland as to the "killing" of that language, orders were issued in 1702 that only Dutch was to be taught.

It would thus appear that at the end of the 17th century there were three school centres, viz., Cape Town, Stellenbosch, and Drakenstein, where small groups of children received a semi-secular education under the care of the Church.

3. During a considerable portion of the next century there is little evidence of an improved condition of affairs; indeed, even so late as almost the middle of the century, not one additional school centre had been established. It is true that in 1714, under Governor De Chavonnes, a general ordinance in regard to schools—probably the first of its kind—was promulgated. Its object, however, was not the encouragement and dissemination of education, but the restriction of the office of schoolmaster to such men as were competent, God-fearing, attached to the principles of the Reformed Church, and willing to be subject to certain regulations in the conduct of school work. Most of the regulations, it may be noted, concerned religious teaching and observances, but there were also included such matters as the separation of the sexes in school and church, the treatment of late-comers and absentees, the behaviour of pupils on their way from school, the number of holidays, and the destination of the school fees. To ensure that the ordinance might be effective, a Commission consisting of three "scholarchs," viz., the "secunde,"* the clergyman and the captain was appointed under the authority of the Governor and Council. In the same year, and apparently in connection with the promulgation of the ordinance, a high school was established in Cape Town, where instruction was given in the Dutch and Latin languages. The Council appointed the rector and for some time gave financial aid; but the school met with slender support from the burghers and was finally discontinued by the Government in 1725. Beyond Cape Town the ordinance seems to have had no stimulating effect; indeed, in course of time, the state of education in the country districts became worse. In many cases the task of educating the young was entrusted for short periods to sailors and soldiers, who had been discharged from the service of the East India Company, and who were almost always men of very scant

* The next in authority to the Governor.

education. The evil effects resulting from this were recognised by Governor-General Van Imhoff, who called at the Cape and made a journey up-country while on his way to Batavia in 1743; and, on his recommendation, it was resolved not to allow discharged servants of the Company to act as private teachers. At the same time two new school centres were fixed upon, viz., those afterwards known as Tulbagh and Malmesbury, and shortly afterwards they were each provided in the usual way with a sick-visitor.

4. During the next 30 years no change for the better took place. Improvement, indeed, could scarcely be expected under the circumstances. The population was gradually becoming more and more scattered; the difficulty of administration was steadily increasing; and the funds both of the East India Company and of the subordinate Government at the Cape would not allow of the expenditure required. Notwithstanding the re-issue in 1769 of the prohibition regarding the employment of discharged servants as teachers, the practice continued to be followed, and there are not wanting other evidences of disinclination on the part of the burghers to fall in with the plans of the Government officials.

5. In 1779, in consequence of complaints from the licensed schoolmasters of Cape Town to the effect that their pupils were being drawn away by unlicensed rivals, the School Commission was constrained to make an investigation into the matter. This accounts for the existence of an interesting detailed report on the schools of Cape Town—the first document of its kind—the original of which was submitted to the Governor and Council on the 2nd September of that year. From this it appears that there were then eight public elementary schools giving instruction to 696 children in spelling, reading, writing, and the elements of religion according to the tenets of the Dutch Reformed Church; and that the largest of the eight had a total of 136 pupils on the roll, including 25 slave children, and the smallest, 50 pupils, of whom 16 were slave children. There were also a "Slave Lodge" school with a roll of 84, and the private schools complained of, which, the Commission asserted, confined themselves to the teaching of the French language and other branches of knowledge, and did not interfere with the work of the public schools.

6. However satisfactory this list may have been as regards numbers, it is unquestionable that the standard of education was not high. It was in the country districts, however, that the greatest neglect prevailed. This was well known both to the officials at the Cape and to the Directors (Board of Seventeen) in Holland. We find, for example, that a regimental chaplain was much struck with the condition of affairs, and in 1788 addressed a long memoir to the Governor and Council on the subject; and that a year later a letter from the Board of Seventeen pointedly raised the whole question of the best means of promoting education. To the latter communication the reply of the Governor and Council was such as might have been

expected in the then depressed condition of the Company's funds. Their belief was that schools ought to be started in the most thickly populated centres, but that this should be done without burdening the country with the expense. The matter was referred to the Scholarchs, who in reply pleaded that they had done their best, that the great difficulty was the want of competent teachers, and that to supply the want men should be obtained from passing ships, and every "precentor" appointed from that date to a country church should be bound to act also as schoolmaster.

7. At length, in 1791, the conscience of the leading citizens became aroused, and the Scholarchs, probably under the pressure of public opinion, issued a plan for the improvement of schools generally, and the establishment in Cape Town of a good school for instruction in French and Latin. The plan was prefaced by a statement as to the great need for action. "Our schools in general are in so bad a state that our youth can scarcely be fairly grounded in spelling, reading, writing and the elements of arithmetic, not to mention singing and instruction in the truths of our holy religion, which is of the most consequence." The Government was exonerated in the document, the ordinance of 1714 and the resolutions of 1743 and 1769 being referred to as evidences of zeal. The Scholarchs of previous years were also declared free of blame, for was it not the case that they had thought of the sad state of affairs with the greatest grief, seeing what would become of the so-blessed country if improvement did not take place. The real cause was again declared to be the poor quality of the schoolmasters, men who had never been trained to that employment, whose handwriting was only tolerable, spelling bad, and arithmetic no further advanced than the rule of three. It was recommended that competent teachers should be obtained from Holland, that good salaries—details of which were specified—should be offered, and that with this end in view the public should be invited to contribute towards the formation of a school fund of 43,000 guilders, the interest of which might be utilized to supplement the school fees.

The scheme contained many good points, and being thought out in practical detail evidently commended itself to the citizens of Cape Town, for in a short time the large sum of 60,000 guilders (about 3,000*l.*) was raised. A building for the use of an advanced school was purchased, and work was definitely begun in 1793. Little came of the venture, however, failure doubtless being in part due to the interruption in general affairs caused by the English occupation, which took place two years later. An attempt to re-open the school in 1803 had also very little reward, an active competitor being a school started on more popular lines by the "*Maatschappij tot nut van 't Algemeen*" (Public Benefit Society).

At the commencement of the nineteenth century, therefore, there was nothing to show for the enlightened zeal of the reformers of 1791 except the fund which they had collected, and which fortunately had been placed in safe keeping.

8. In 1803 a vigorous personality appeared on the scene. This was De Mist, the Commissioner-General sent out by the Batavian Republic to take over the Colony from the English authorities. After a year's residence in and travelling through the country, the general neglect of education had forced itself upon his attention. He found in Cape Town, to say the least, an absence of system and organisation, and in the country districts "a general want of acquaintance with the first elements of knowledge," and he thereupon made up his mind that there was urgent need for "an entirely new creation of a regular school system." Having done so, the Commissioner-General did not stop there, and what actually was a "new creation" appeared in the form of a lengthy school ordinance, which bears the date 11th September, 1804, only a fortnight before he laid down his authority. It consisted of two parts, the first of which was promulgated by Governor Jannssens in the *Kaapsche Courant* (Cape Gazette) between 9th March and 18th May, 1805.

9. This first part dealt with the establishment and government of public schools of various kinds. For the government and general management a Commission of Scholarchs, seven in number, was to be appointed in place of the previously existing "college" of three scholarchs, and very extensive and absolute powers were given to it. There was further the important new provision that the landdrosts (magistrates) and ministers of the country districts should be honorary members of the Commission, in order that the wants of places outside Cape Town should not be forgotten.

Most important among the schools to be provided for was a training school for teachers; in fact, as many as thirteen of the total thirty-two clauses of the first part of the Ordinance concerned this school. A suitable building for it was to be procured in Cape Town, properly qualified teachers were to be brought from Holland, the honorary scholarchs were to encourage capable youths from country districts to come to it, orphan and poor children were to have special assistance while in attendance, the course of instruction was to extend to five years, and those who passed out of it were to be for 10 years at the disposal of the Scholarchs for service in schools. More noteworthy still was the provision that, after the lapse of the first five years, no teacher was to be permitted to give public instruction anywhere in the colony unless he had been taught at the Training School and had left with a satisfactory certificate. Non-colonial youths had their interests safe-guarded to a certain extent by a provision which made them eligible if they had passed an examination before the Scholarchs; but they were placed at a disadvantage by a clause which gave the preference to a pupil of the Training School when the qualifications of the outsider were only equal to his.

Provision was also made for starting in Cape Town a boarding and day school for boys, in which, in addition to the ordinary elementary subjects, there were to be taught—on the mental side, book-keeping, modern languages, mathematics, geography

natural and civil history—and, on the physical side, “the civilising, useful and healthful exercises of music, dancing, fencing, riding and such like.” In this case, as in others, the teachers were, at the outset, to be imported.

Similarly, there was to be instituted a boarding and day school for girls, in which, in addition to the ordinary elementary subjects, there were to be taught “the most usual living languages, music, dancing, drawing, and other useful and civilising arts, and proper and healthful pleasures.” Further, it was enjoined as one of the principal objects of the school “to teach them female handiwork and domestic housekeeping; above all to discontinue the needless and uncivilising custom of being attended by female slaves from their earliest infancy, and on the contrary to accustom them to help and clothe themselves, to provide for their own necessities, &c.”

Little is said regarding the lower mixed schools of Cape Town, on account of the fact that these were intrusted to the care of the “common council”; provision was only made that in the appointment of teachers the School Commission was to be consulted, and that the school fees of indigent children attending such schools should be provided for out of funds at the disposal of the Commission.

Districts outside Cape Town were also carefully kept in view. Simon’s Bay was especially mentioned as a suitable place for what would now be called “a higher grade elementary school,” and the Commission was charged to encourage the erection of buildings for boarding and day schools elsewhere, to fix the public and private emoluments of such schools, to examine them with the aid of the honorary Scholarchs, and to appoint and dismiss the teachers. Even a farmer’s private school was to have its wants attended to, if the farmer made application to the School Commission, and satisfied the Commission as to the reasonableness of the payment of the teacher supplied, and of the conditions of service.

The Ordinance showed comparatively little interest in so-called “Latin” schools, it being carefully enjoined that the schools above provided for were to form “the first and principal care of the School Commission.” The existing Latin school was, however, to be encouraged, and certain regulations were laid down for it.

The most curious provision of all was that contained in the second clause from the end, which may be briefly described as a clause instituting *indirect compulsion*. The framer recognised that “means of persuasion might not be sufficiently powerful alone to move parents and guardians to send their children or wards to some one or other of the above described institutions to receive instruction,” and he enjoined accordingly that, subject to the Governor’s power of intervention in special cases, no person born in the Colony after 1st January, 1800, should ever be appointed to any Government post having a salary of 300 Cape rix-dollars attached to it, unless he had received his elementary education at one of the aforesaid schools, nor to a post with a

salary of 1,000 Cape rix-dollars, unless he had also passed creditably through the highest class of a Latin school.

Little reference was made to religious instruction and observances—extraordinarily little, indeed, as compared with what appeared in the Ordinance of De Chavonnes. The only provision bearing on the subject was that in the boys' and girls' boarding schools; instruction was to be given "in the first principles of the Christian religion," and this is coupled with the noteworthy condition that such instruction was, as far as possible, to be in accordance with the guidance of the church to which the parents of the pupils belonged.

10. The second part of the Ordinance dealt with the financial side of the matter, that is to say, with the provision of the requisite funds for the support of the schools referred to in the previous part.

In the first place, it of course handed over to the new Commission the fund up till then under the control of the college of scholars.

Next, and at considerable length, it provided that there should be appropriated for educational purposes the import duties on beer and wine, a percentage on every bank loan contracted, a horse tax, a tax on private conveyances, a small tax on every slave kept, and a heavy penalty on every slave emancipated, a compulsory legacy from every testator and a percentage on all legacies and inheritances derived neither from ascendants nor descendants, a tax on club members and a heavier tax on stewards of such clubs, innkeepers and billiard-table keepers. All these were derivable either specifically or by implication from the inhabitants of Cape Town and the Cape district.

It might be thought that the provision thus made was ample, but the framer of the Ordinance had clearly resolved that there should be no miscarriage for want of funds. Accordingly another clause was inserted, providing for the payment of a "school contribution" proportioned to the value of the estate of each inhabitant of Cape Town and the Cape district, the amount of the rate being determined by the Governor and Council according to the needs of each year.

The country districts were again kept in view by enacting that, after Cape Town had been provided for, the Governor and Council should determine "the annual contributions to be paid in each *drostdy* (magistracy) for the benefit of the church and school fund."

11. For some unfortunate reason or other this second part of the Ordinance was never promulgated by Governor Jannssens; consequently, although the appointment of the first members of the School Commission was notified in the same Gazette which contained the early clauses of the first part of the Ordinance, no rates or taxes could possibly be available for their work. And to add to their difficulties, only 10 months after their appointment the capitulation was signed by which the fatherland of De Mist ceased to have connection with the Colony, and was replaced by England.

12. One cannot help looking upon De Mist's Ordinance as a remarkable educational document. The idea of placing all public schools under purely Government control, the detailed scheme for a training school, the plan for eliminating uncertificated teachers, the means devised to compel thoughtless and neglectful parents to send their children to school, and, above all, the scheme for annually replenishing the school fund by means of special taxes and rates, are evidences of a man of marked administrative ability, of broad and liberal mind, and of wide and intimate knowledge of educational needs and the best modes of supplying them. Unfortunately he had come into the Cape world long before his time, and by reason of European political changes, the time was out of joint. Although giving no details of the Ordinance, Theal says it "met with such decided opposition from the farmers that nowhere except in Cape Town could such schools be founded. Better no education at all from books than instruction not based on religion was the cry from one end of the Colony to the other," and he gives it as his opinion that even if the Colony had not changed owners, the Government would have been forced to give way.

13. Although the Commission was, as we have seen, quite insufficiently provided with funds, it did not fail to do its best to carry out such small parts of De Mist's scheme as were feasible. With Government help to the extent of 4,000 rix-dollars (600*l.*), the proposed girls' boarding and day school was started with fair prospects of becoming permanent, and a little later the similar school for boys, but unfortunately the latter did not live more than a year. The Archives show that during the first half of 1805, while De Mist's Ordinance was appearing in the Gazette, these and other educational matters bulked largely in the proceedings of the School Commission and of the Council of Policy. Indeed in no corresponding period do such affairs crop up so often in the minutes of the latter body; the outcome of it all being a scheme, resolved upon on July 3rd, which provided for the engaging of a master and his wife and a teacher of writing for the new girls' school just mentioned, the training of about half-a-dozen pupil teachers at an expense of 300 rix-dollars per annum, the payment of 150 rix-dollars annually to each of the licensed masters of the elementary schools, the payment of a teacher of Latin and Greek, the payment of a teacher of French and Dutch, and the payment of salaries to the treasurer, clerk and messenger of the Commission. Only six months, however, after the taking of this resolution, the Colony changed hands.

[For fuller detail in regard to the history of this period, see:—Report of Education Commission (1863), pp. vi–xv, and Appendix V., pp. 1–21.

The appendix to the above report is very valuable, its contents being described as "Placaats, Resolutions, Proclamations, Government Advertisements, Minutes, Reports, &c., on Education, from 1676 to 1861." In particular it should be noted that De Chavonnes' Ordinance of 1714, the Scholarchs' Plan of 1791 for

the improvement of schools, and De Mist's Ordinance of 1804 are there given in detail. Most of the originals of these and many others have been copied and collected for future publication by Mr. Leibbrandt, the Keeper of the Colonial Archives.

The passages in Theal's "*History of South Africa*" which bear on the matter are to be found at I. pp. 153, 255, 389, 421, 452; II. pp. 21, 36, 83, 239, 326; III. p. 99. See also Theal's *Abstracts of Debates and Resolutions* (1881), pp. 78, 148, 149, 208; and Theal's *Catalogue of Documents* (1880), pp. 57, 60, 61.]

B.—FIRST ENGLISH PERIOD, 1806–1839.

14. The first year under the English Government was naturally an unproductive one, so far as education was concerned; but about the commencement of the second year a letter of enquiry was addressed to the School Commission, and, in consequence, the Commission submitted a report on the work done from the time of its appointment. From this it was ascertained that the income from the fund under its control was about 200*l.*, the whole of which was spent upon the paid officials of the Commission, viz., the treasurer, clerk, and messenger. The schools under the immediate inspection of the Commission were stated to be the Latin School and Girls' School above referred to, together with eight "common Dutch schools." Those receiving financial aid from the Commission were the two former, with 7 and 25 pupils respectively. Those receiving no aid were apparently those which needed it most, namely, "the common Dutch schools," with a roll of about 800. One school neither aided nor inspected by the Commission was also referred to, namely, the school of the Public Benefit Society before mentioned. This latter was a mixed school, having upwards of 50 pupils.

It would appear that, immediately on the receipt of this report, the Commission was assured of the countenance and assistance of the Government in any measure for the improvement of education, and that its attention was drawn to the desirability of encouraging the teaching of English; for, a month later, the members justified by letter their apparent neglect of this subject, and re-started and subsidised a purely English school which had formerly existed as a private school, and also promised to do their utmost to secure a proper person for teaching English at both the Latin School and the Girls School.

15. During the next two years, however, little, if any, progress could be reported; in fact, in 1809, the list of schools under the Commission had diminished, the eight "common Dutch schools" having fallen to six, and the number of pupils enrolled in them to 515. The Commissioners then stated that about 450*l.* would be needed annually from the Government to keep the higher schools going, and suggested, as on a former occasion, that another sum of 180*l.* should be given in order to

pay a small fixed salary to the masters of the "common Dutch schools."

16. After another lapse of two years, a fresh movement in favour of the dissemination of education took place. It would seem that in the course of his first circuit, in 1811, the Chief Justice had reported on the state of education in the country districts; and that, in consequence of this report, the Government in 1812 addressed a circular letter to the various landdrosts, in which their attention was drawn to the fact that, except in the case of a few well-to-do households, "no sort of instruction for the young people of the country districts is procurable, either towards grounding them in their religious duties, or even in the necessary points of reading and writing." When the replies of the landdrosts came in, they were forwarded for the consideration of the School Commission, which, six months later, submitted to the Governor a careful report on the various suggestions contained in the replies.

The Governor, Sir John Cradock, was evidently in earnest in regard to the matter which he had thus taken up, for only a fortnight elapsed between the receipt of the Commissioners' report and the forwarding of a reply to it, which, with certain modifications and extensions, adopted their views and authorised them to proceed at once to carry them into execution.

So far as Cape Town was concerned, the needs of the Latin School were to be attended to, the Girls' School and the English School were to be assisted as before, an additional English school was to be aided, and 15*l.* a year was to be paid to each teacher of the ordinary Dutch schools, now seven in number. As for the country districts, the proposal was to establish schools at Zwarteberg (Caledon), Stellenbosch, Paarl, Zwartland (Malmesbury), Tulbagh, Swellendam, Graaf-Reinet, Uitenhage, George and Simon's Town, under the authority of the Government, the control of the Commission, and the immediate superintendence of a local body. The teachers of these schools were, as a rule, to be the resident church clerks, and, if so, were to receive a salary of 60*l.* per annum from the Government, a grant of a piece of land, and half the school fees. Care was taken, however, to see that the church clerks were competent, for they were directed to proceed to Cape Town to be tested; and provision was made for the appointment of another person in the event of any clerk being found unsuited for the post. Steps were to be taken also towards securing four itinerant teachers for the remote and thinly inhabited districts of Roggeveld, Hantam, Langekloof and Brintjes Hoogte (Somerset East), for whom a Government grant of 30*l.* to 45*l.* was to be available. The importance of a knowledge of the English language was to be borne in mind in the appointment of teachers from that date, and promise was made of an additional 15*l.* to the salary of any teacher who was able and would undertake to instruct his pupils in that language. The Commission was also told that further pecuniary aid would be at their disposal for extending school establishments throughout the settlement, and that the

Governor had perfect reliance that "the zeal, wisdom, and experience of your Commission will be afforded to him in carrying into effect an object of much vital importance to the Colony."

The eagerness for action which appears in this document creating "Church Clerk Schools" under Government control and subsidy, was manifestly real and not assumed, and due credit should be given to Sir John Cradock in consequence.

17. The constitution of the School Commission, under whose control the Church Clerk Schools were to be carried on, was at this time almost the same as under De Mist's Ordinance; but towards the end of 1812 a slight alteration in its complexion was made by the addition of the Lieutenant Governor and the English Colonial chaplain. Nor did Governor Cradock cease effort with the establishment of the new scheme of schools; they formed, indeed, but a part of the general benevolent policy which marked his term of office. In the middle of the following year a powerful appeal contained in a Government minute was made to the inhabitants of the Colony for subscriptions towards a fund "which will alike secure the incessant distribution of the Scriptures and the uniform progress of Education." The original intention of the Government had been to impose for this purpose a tax, varying in proportion to the expense of public education in each district; but that this was departed from because, as the minute averred, the Government was convinced of the eagerness of the inhabitants to have suitable education provided for their children, and that a request for voluntary subscriptions would prove quite as effective. The scheme involved a widening of the sphere of action of the School Commission, and, as a consequence, the minute altered the designation of the Commission and appointed several additional members. The new name was to be the "Bible and School Commission," the Governor was to be patron, and the Colonial Secretary, the military chaplain, and the minister of Simon's Town were to be ordinary members. The members of the Commission were earnestly solicited to "enlarge their sphere of superintendence and action," and were directed to publish an account of their expenditure in the Gazette once every six months, and to report on the number of bibles distributed in the different languages, &c.

18. A week after appointment the Commission issued a manifesto, in which, after setting forth their intentions as regarded the distribution of the Scriptures, they stated that, notwithstanding the establishment of the Church Clerk Schools, "there remains a considerable number of children, especially in Cape Town and the villages, who are not properly educated, partly on account of poverty, partly from a bad mode of teaching, partly from a dislike of exertion, order, and discipline." To remedy this state of things they proposed, on the initiative apparently or the English Colonial chaplain, to introduce the system of education of Bell and Lancaster, a brief sketch of which was given, and to establish without delay a free public school in Cape Town on that system, principally "for the poor and most neglected class

of children." They intended to obtain for this school at least one capable master from Europe, who understood both Dutch and English, and care was to be taken that suitable youths should be trained in the school, so that they might be rendered competent to take charge of other schools as vacancies occurred. Schools on the same model were also to be established in the villages outside Cape Town, as opportunity presented itself.

19. The Government appeal for subscriptions produced about 5,000*l.*, and with assistance from this sum the proposed free school for Cape Town on the monitorial system was set agoing. From the outset a marked success attended it, the number of pupils on the roll during the first year being so high as 190. Towards the end of 1813, the Commissioners reverted to another part of the scheme of 1805, and proposed, as a means by which qualified teachers for the elementary schools might be produced, that six suitable youths should be placed under training and should be paid about 45*s.* a month. The Governor not only approved of the scheme, but promised pecuniary assistance from the public treasury if necessary; but no further steps appear to have been taken in the matter.

For some time afterwards little detail regarding the labours of the Commission is available. We gather only that in 1816 it reported to the Government that the Church Clerk Schools were being but poorly attended and that little advantage had been derived from them, the inhabitants of the country districts seeming to prefer private teachers "whom every colonist procures as he can"; that, on the other hand, it had been unable to carry out its project of establishing free schools in the country districts: but that two additional schools of this kind, each with separate Dutch and English masters, had been started in Cape Town. The support of these latter seems to have caused some anxiety to the Commission, but when they approached the Governor (Lord Charles Somerset) on the subject, he solved the difficulty in the speedy and masterful manner peculiar to him. On the 23rd May, 1817, a Proclamation was issued setting forth the difficulties which had been experienced, and levying a toll "at the several outlets of Cape Town on Sundays, and on the side of Green Point during the days in the Race Weeks devoted to that amusement."

More information is obtainable regarding the Latin School, probably because of the troubles connected with it. The attendance was always small, and a satisfactory teacher always wanting. In 1815 a clergyman from Holland arrived to be rector, but was not approved by the Governor; and finally, in 1821, the school ceased to exist in its old form, being converted into a "Grammar School," entirely independent of the Bible and School Commission.

20. Up to this time Dutch had not only been the official language of the Colony, but had also been the medium of instruction in almost all the schools. In the middle of 1822, however, the Governor (Lord Charles Somerset) issued a Proclamation by which English was to be substituted for Dutch

as the language of the Colony. In this Proclamation the Governor stated that he had authorised "competent and respectable instructors being employed at public expense at every principal place throughout the Colony, for the purpose of facilitating the acquirement of the English language by all classes of society." These teachers had been brought out from Scotland, and, just a week after the date of the Proclamation, they were appointed, without reference to the Bible and School Commission, to the following places, Graaff-Reinet, Uitenhage, Stellenbosch, George, Tulbagh, and Caledon. A year later, two more were appointed to establish schools at Swellendam and the Paarl, and other villages were subsequently supplied as qualified teachers could be obtained. The salaries of these teachers were fixed at 80*l.* a year, payable by the Colonial Treasury; and they were to give elementary instruction free to all, though allowed to charge small fees at their discretion for the higher classes.

This change was not brought about without a certain amount of friction, which interfered somewhat with the success of a few of the schools; but, as Theal states, "in other places, and especially where some of the inhabitants were English, the attendance was large, and upon the whole it is hardly possible to estimate too highly the advantage which the Colony derived in an intellectual point of view from the establishment of free schools of a high class in so many centres of population."

After the establishment of the first of the schools, it would appear that the Bible and School Commission were at last able to execute their plan for instituting free schools on the monitorial system in the country districts, though to what extent it was carried out is not ascertainable. The teachers of these schools were also paid by the Government, though appointed by the Commission.

21. In 1824 the Commissioner of the Court of Justice having been requested to examine, during his circuit of the Colony, "into the state of the schools in the country districts," presented a lengthy report to the Commission. The English schools inspected were those at Tulbagh, Caledon, Swellendam, George, Uitenhage, and Graaff-Reinet. Of these, the school at Swellendam had not then been started, though a teacher had been appointed and a suitable building hired, and no particulars could be obtained of the one at George. The four others were reported all to be flourishing and giving instruction to about 240 pupils in all. Church Clerk Schools were mentioned as having been visited at Clanwilliam, Tulbagh, Caledon, Swellendam, George, and Graaff-Reinet. Of these, the school at Graaff-Reinet was in a very satisfactory state, having an attendance of 45, but the others were poorly attended, owing, in many cases, to the establishment in the same village of the superior English schools. A free school at Grahamstown is referred to as having been newly started, with a roll of 30 pupils. Four Mission Schools, two for slave and two for Hottentot children, were also inspected, the two latter having 45 and 35 pupils respectively.

Little detail as regards the schools in Cape Town at this time

is obtainable. The free schools seem still to have been in operation, but it is said that the Girls' School had in 1824 been long defunct. The Grammar School established in 1821 was, in 1824, in want of a headmaster, and, on representations being made by the Governor to the Home authorities, a clergyman was sent out to take up the office at the very considerable salary of 600*l.* per annum for the first three years, and 300*l.* per annum and the fees afterwards. We learn that the Governor was the more anxious for such an appointment by reason of the fact that a school conducted by John Fairbairn and Thomas Pringle, the well-known newspaper editors who fought the battle of the freedom of the press in those early days, was more successful than he cared to have it, as in his opinion "it was a school where seditious principles were being instilled into the minds of the young."

22. According to Theal, there were at the end of 1825 about 120 schools of various kinds in the Colony. How these 120 were classified we have no means of knowing; probably a considerable number of them were mission schools for coloured children; it appears, however, from a return furnished by the Bible and School Commission in 1827 that in the country districts there were 26 free schools, of which two were for native children only, with an aggregate attendance of 1,737 pupils, and 20 Church Clerk Schools with 635 pupils. Many of these schools for white children were far from efficient, if we may accept the judgment of the Commissioners; for, two years later, in a letter to the Governor, they reported very adversely as to the efficiency of the free schools in Cape Town, the Church Clerk Schools, and the free "English" Schools of 1822. It was said that only two of these "English" Schools had proved decidedly successful, and that the Church Clerk Schools could not be supplied with competent teachers.

23. About this time, when the first three years of the engagement of the headmaster of the Grammar School had expired, the need for an institution, providing education of a higher standard than that obtainable in the Government free schools, or even in the Grammar School, made itself felt in Cape Town and the immediate neighbourhood. A public meeting was accordingly held in October 1828, and a Committee appointed to ascertain the best means of establishing such an institution and of raising the necessary funds. The result of the deliberations of this Committee was that, in April 1829, a prospectus was issued, inviting the subscription of a capital of 2,500*l.* in shares of 10*l.* each. This amount was soon obtained, and, in June of the same year, a meeting of the shareholders was held, and a Board of 15 directors was elected. Assistance was, moreover, forthcoming from other sources; the authorities of the Orphan Asylum in Cape Town offered the necessary accommodation rent free for six years, and the controllers of the Masonic Education Fund promised an annual contribution of 50*l.* Under these circumstances a new institution, named the "South African College," was opened on October 1st, 1829, with about 100 students.

Three professors, of whom the headmaster of the Grammar School was one, were appointed, namely, a professor of the Dutch and English literatures, a professor of classics, and a professor of mathematics; and there were besides a general assistant and a teacher of French.

For two or three years the College remained unrecognised by the Government. In 1834, however, its character somewhat changed, as it then received its first annual grant—200*l.*—from the Colonial Treasury and accepted two Government nominees for the directorate. Three years later, its status was still further improved by the passing, on the prayer of the shareholders, of a lengthy and somewhat elaborate Ordinance (No. 11 of 1837). The main effect of this measure was to do away with the private character of the venture, and to give the College a sound legal foundation as a public institution. The management and control were to be delegated to a Council of Directors, 17 in number, of whom two were to be appointed by the Governor and the remainder elected by the shareholders in manner provided by the Ordinance. The fund of 3,653*l.*, the nucleus of which had been collected in 1791, and which had up till then been administered by the Bible and School Commission, was to be transferred to this Council, and the interest appropriated to the payment of the professors. Some 20 sections of the Ordinance were devoted to specifying the powers and functions of the Directors and of the Council, and the rights and duties of the shareholders were set forth at similar length. It enacted that there were to be at least four professors in the College, namely, one for "English and Classic literature," one for "Dutch Classic literature and modern languages," one for mathematics and one for physical science. These professors were to be paid 100*l.* per annum from the funds of the College, and were also to receive all the fees, as fixed by the Council. The internal management and discipline of the College were placed in the hands of a Senate, consisting of the professors and two directors elected annually. Pupils under 10 years of age were not to be admitted, unless in exceptional circumstances; and every student had, before admission, to obtain a certificate from the Senate as to his fitness, and to pay a matriculation fee of 1*l.* No mention is made of an annual grant from the Government, but apparently the sum of 200*l.* per annum above referred to was continued.

The new Ordinance, which was to continue in force for twenty-one years, is a noteworthy document, as having established on a firm basis the oldest and best known of the Colleges of South Africa.

24. Although the members of the Bible and School Commission were in 1829 anything but satisfied with the schools under their charge, they do not seem to have been in any pressing hurry to effect an improvement. Indeed, nothing is heard of them until the year 1834, and it is questionable whether even then they had arrived at sound conclusions as to the measures requisite for effecting reform. In that year a short code of new regulations framed by them was approved by the

Governor and promulgated. By these regulations all gratuitous education was in time to be done away with except in special cases, and uniform fees, varying from 9*d.* to 2*s.* 3*d.* a month, paid in all schools. The minimum salary of a schoolmaster was fixed at 40*l.*, which was to be increased by 5*l.* for every 10 scholars above 20, but was in no case to exceed 80*l.* For the immediate superintendence of every school in the country districts there was also to be a "local school commission" of not less than three members; and instruction was to be given in Dutch where the parents desired it. These and the other changes were, however, to be introduced only in the case of future appointments and in the case of those existing schools whose local commission and teacher agreed to adopt them. Little good seems to have been effected thereby; in 1837, for example, it would appear that there were only seven schools carried on under the new system, and in not more than two of them was the attendance over 20, while there were 17 free schools still supported by the Government, with an aggregate attendance of about 750.

25. It is almost certain that by this time the number of mission schools for coloured children considerably exceeded the number of all kinds of schools for white children. The missionary movement begun by the Moravians in 1792 had been taken up by the London Missionary Society in 1799, the South African Society about the same time, the Wesleyan Church in 1816, the Glasgow Society in 1821, the Rhenish Society in 1829, the Paris Society in 1829, and the Berlin Society in 1834. It had thus gradually assumed large proportions and we are consequently not surprised to learn that at the time now reached there were over 50 European missionaries at work in the Colony. All of these with their numerous helpers interested themselves in the education of the coloured races, no fees being charged, and the training being in most cases similar to that given in the schools attached to churches in England. In almost every village, we are told, a branch of one or other society existed, by means of which the education of coloured people, both children and adults, was fostered. Stations also had been founded, such as Lovedale in 1824, which afterwards came to be almost exclusively educational in character. Theal is therefore probably correct in saying that at the close of the period now under consideration much better provision was made for the coloured people than for the white.

26. The leading features of the period do not warrant many words of eulogy; they are the foundation of the Church Clerk Schools of 1812, the free schools of 1813, the so-called "English" schools of 1822, and the mission schools for coloured people. In the number of schools a great increase had thus taken place, as the figures given in connection with the year 1825 clearly show; but the progress was far less than it might have been. The subject of education was never wholly forgotten by the authorities, and expedient after expedient was tried to improve matters, but there was nothing like a steady and vigorous policy pursued by the Government, and so far as the coloured races were concerned

almost all that was accomplished was due to private effort. The body charged with attending to public instruction—the Bible and School Commission—was, it is true, placed in a difficult position: but a thoughtful and energetic Government would have recognised this, and either improved the Commission or put something better in its place.

[For further detail regarding this period see:—Report of Education Commission (1863), pp. XVI.—XXXII. and Appendix III., pp. 8–14, and Appendix V., pp. 21–52. The latter appendix contains the text of Sir John Cradock's letter of 1812 regarding Church Clerk Schools, the Government Minute of 1813 creating the Bible and School Commission, Lord Charles Somerset's proclamation of 1822, Commissioner Truter's report of 1824, and several other letters and reports.

The passages of Theal's *History of South Africa* bearing on education are to be found at III. (1891), pp. 99, 169, 258, 263, 275, 369–371, IV. (1893), pp. 200–202.

The Ordinance regarding the South African College is to be found on pp. 419–435 of *Statute Law of the Cape of Good Hope* (1862).]

C.—HERSCHEL PERIOD, 1839–1865.

27. As might have been expected, the new school regulations, published in 1834, proved ineffectual. Not only so, but they led to dissatisfaction among the teachers of the smaller schools, who had suffered pecuniarily from the changes introduced. It thus came about that frequent representations on the subject were made to the Government, and these representations finally led in 1837 to important consequences. In August of that year, a memorandum "on the state of the Government Free Schools and generally on the subject of Education in this Colony" was prepared by the Secretary to the Government (Colonel Bell), and submitted to Sir Benjamin D'Urban, the Governor. This memorandum pointed out very plainly the impotence of the Bible and School Commission. "Their superintendence," it stated, "is next to nothing, for they cannot visit and examine the schools," and they "have it not in their power even to supply vacant schools with teachers, far less to extend the means of education throughout the Colony . . . from a positive want of persons qualified for and willing to undertake the office of teacher." The discharged soldiers who acted as teachers were once more anathematized. "These men are generally drunken, disreputable characters; and it is not to be wondered at that the uninstructed Boer can scarcely honour a profession which he sees degraded in the person of the professor." Even the result of the experiment, made 15 years before, of introducing six teachers from Scotland, was not deemed wholly satisfactory. Two of the six, it appeared, had bettered themselves, the one by becoming minister of Swellendam, and the other (Mr. Innes), by accepting a professorship in the South African College. Another pair had turned out to be of little

value, and, it was suggestively disclosed, the only teacher of the six who continued at his post was one of the latter incompetent pair. Additional inducements were clearly called for, and in Colonel Bell's opinion there was only one way left to encourage properly qualified persons to become teachers, viz., by opening "a road to the Colonial churches through a limited number of the Government Free Schools." His idea was that gentlemen intending to join the church should be appointed as the teachers of 12 free schools; there, in Cape Town, Grahamstown and Port Elizabeth, to be conducted by embryo English church clergymen; and nine in Cape Town, Stellenbosch, Worcester, Swellendam, Uitenhage, Graaff-Reinet, George, Beaufort and Paarl, by persons intended for the Dutch Reformed Church. It was also expected that in these schools a sufficient number of youths would be trained to take charge of other schools in the country districts. The whole value of the memorandum, however, and its influence on the future of education, lay, not in suggestions such as these, but in a proposal with which it concluded. "There seems to be one thing more absolutely required to ensure the proper working of the system now suggested, of the present (system) with all its defects, or of any other system which it may be deemed expedient to adopt, namely:—

"The appointment of a sound, clear-headed man, either not belonging to the ministry, or so untinctured with prejudice in favour of this or that form of the Christian Protestant faith as to constitute him an impartial Director-General of Public Schools in this Colony."

28. Sir John Napier, the successor of Sir Benjamin D'Urban, submitted this memorandum to the eminent astronomer, Sir John Herschel, who was then residing at the Cape, and requested his opinion as to a system of education suitable for the country. With this request Sir John Herschel complied, and he embodied his suggestions in a letter of considerable length to the Secretary of the Government, dated 17th February 1838.

He postulated at the outset that, for the proper encouragement of education by the Government, it was necessary that (1) the system should be organised in minute detail and well superintended; (2) pecuniary support should be given from the Treasury towards the salaries of the teachers, &c.; (3) successful teachers and pupils should be encouraged by the granting of rewards.

Under the first head, one of the most important points was said to be the need for "the adoption of a sound practical educational course," which ought to be "essentially prospective and progressive," and suited for introduction into all schools. Full details as to this were not given, but it was suggested that reading, writing, arithmetic and the scriptures should be provided for first, and that other subjects and higher instruction could be added as required. Believing that "an essential character of a well organised system is the direct responsibility of each member of it to a recognised official superior," Sir John strongly favoured Colonel Bell's suggestion that the central

authority and responsibility should be intrusted to one individual, who should be in constant communication with the Government, and should in all cases be upheld by its authority. The duties of such an officer he took to be to inspect, either personally or by deputy, all the schools, to require monthly returns from every school of the attendance, &c., to exercise supervision over the teachers, by being in a position to reward efficiency by promotion and to compel dismissal in the case of misconduct, &c. A third suggestion, under the head of organisation, was that itinerant lecturers should be appointed, so as to provide instruction in subjects not taught in the majority of the schools.

Coming to the second head, Sir John most strongly urged that the Government expenditure on education should be on a liberal scale. He considered that 150*l.* per annum and a house should be the minimum salary of teachers on the Government establishment. He pointed out that the only practicable way of filling up the vacancies then existing was to obtain teachers from England and Scotland, and he was convinced that satisfactory persons would not be obtained if the remuneration were less than the sum he proposed. He strongly advised, further, that when candidates were being selected, membership of the clerical profession or a declared intention of taking orders should not be regarded as an indispensable qualification, and he expressed himself as altogether opposed to Colonel Bell's plan of "making the mastership of the Government schools a passage to the parochial ministry." "To make the profession of education truly respectable," he writes, "it must be made an independent profession." When the vacancies then existing came to be filled up and the system got into proper working order, he had no doubt that an adequate supply of teachers would be obtainable, without having to fall back upon Europe.

Under the third head were comprised all means by which successful teachers might be encouraged and their status raised. As an obvious measure to these ends it was proposed that a teacher's salary should increase on the principle introduced by the Bible and School Commission's Regulations of 1834; and that, where such a plan was not practicable, successful teachers should be removed, on the recommendation of the General Superintendent, to schools at more eligible localities, as vacancies occurred. The establishment of a superannuation fund, on the principle of mutual insurance, was also advocated, and the Government was urged to show all possible marks of consideration to the teachers of the Colony.

As regarded the encouragement of pupils, Sir John Herschel did not favour the institution of prizes for annual competition. "The best kind of prize that can be held out is," he said, "that which refers to the whole conduct and final result of a youth's course at school," and he therefore recommended the foundation of "exhibitions," "by the aid of which a certain number of the best youths leaving school in each year, provided their merits surpassed a given minimum, may be enabled to meet the

expense of residing two or three years as free students in the South African College, in the higher classes, for the completion of their education on a more extensive scale than the district schools can accomplish." He also urged the establishment of similar "exhibitions" to enable students of the South African College, who had distinguished themselves, to proceed to one of the English Universities, with the express condition that they should return to the Colony on obtaining the B.A. degree.

The last section of the letter dealt with the question of schools not established and supported by the Government, yet desiring, to a certain extent, Government aid. Sir John Herschel deemed it advisable that all such schools should receive pecuniary assistance from the Government, provided that they were carried on under the same system and general superintendence as those maintained entirely by the public Treasury.

29. Sir George Napier transmitted this letter, together with other papers on the same subject, to Lord Glenelg, then Secretary for the Colonies, who approved of the scheme as set forth in Sir John's letter and authorised the expenditure necessary for its immediate adoption. A salary of 500*l.* together with any necessary travelling expenses was granted for the Superintendent-General; and provision was made for the establishment and maintenance of 12 "principal" schools, with teachers' salaries ranging from 150*l.* to 300*l.* per annum, with a house, or allowance in lieu thereof of 30*l.* per annum.

30. On receipt of the approval of the Home Government no time was lost. In May, 1839, Mr. James Rose Innes, M.A., who was one of the six teachers brought out in 1822 and who was at this time Professor of Mathematics at the South African College, was appointed the first Superintendent-General of Education of Cape Colony.

In the same month, a description of the new system of public education was laid before the people in an important Government Memorandum. After making fitting acknowledgment, on behalf of the Governor, of "the invaluable assistance of that distinguished philosopher, Sir John Herschel, of whose visit to, and interest in the moral and intellectual improvement of, this colony, the system of education now about to be introduced, will it is hoped, be a lasting record," the Memorandum goes on to state what were, in the opinion of the Governor, the objects to be aimed at in any system of public education. To attain these objects in the Colony, it was proposed to establish, at several places and as soon as qualified teachers should arrive, "First Class" or "Principal" schools, in which there should be both a primary and a secondary course of instruction. The subjects to be taught in the "primary" or "elementary" course were given in some detail and included reading, writing, arithmetic, English, Dutch, geography, outlines of history, drawing, the rudiments of natural history and physical science, and religious instruction; and in the "secondary" department, Latin, Greek, French, mathematics, the application of mathematics to surveying, &c., physical geography and the outlines of geology. At the smaller places "Second Class" schools were to be established, in which

instruction would be confined to the "primary" course. No pupil was to be compelled to attend the religious instruction in any school unless the parents or guardian consented: and opportunity was given to any clergyman to catechise the pupils whose parents belonged to his particular denomination. The "elementary" course was to be free to all; for instruction in the "secondary" department of a "principal" school a moderate fee was to be charged, but a certain number of scholarships were to be retained by Government for the purpose of advancing deserving youths of poor parents. A Library was to be attached to every school, the books being mainly such as were "calculated both to amuse and instruct," but there being also included a few heavier books of reference and even "such models and other philosophical apparatus" as might be necessary to illustrate the lessons in natural history and physical science.

In addition to the First and Second Class Schools a "Normal Institution" was to be established in Capetown for the purpose of training teachers for the elementary course, and a superintendent was to be appointed for it who had had the opportunity of seeing such an institution in actual operation in Germany.

31. On comparing these details with the various proposals contained in Sir John Herschel's letter, it will be seen that there are not so many points in common as one would have thought. The idea of the appointment of a central officer, to take charge of education, originated with Colonel Bell, and Sir John merely filled in some details as to the officer's duties. The idea of having two grades of schools, viz., Second Class Schools with an elementary curriculum and First Class Schools with the same curriculum and a higher superadded, is not explicitly referred to in the letter: the plan adopted for solving the religious difficulty also appears first in the Government Memorandum: and so do the proposals to start school libraries and a Teachers' Training Institution. There can be no doubt, however, that the spirit which breathed in the Government Memorandum was in great part an emanation from Herschel. Further, it is certain that the suggestions made by him to the Government were not confined to one letter, and it is therefore very probable that the connection of his name with the newly introduced system was fully warranted. Indeed, in a second letter, dated 20th January, 1839, from Lord Glenelg to the Governor, an additional paper* of Herschel's is most pointedly referred to, and the Governor is requested to give it careful attention, as it contained "several important propositions which may properly be embodied in the plan to be framed by you."

At the same time, it must not be forgotten that others had a hand in bringing the scheme into existence by stirring up the public conscience on the subject of educational reform, by criticising proposals which had been made and suggesting others to take their place. Conspicuous among these was Mr. John

* The Education Commission's Report of 1863 says that this paper cannot be found in the Colonial Office.

Fairbairn, schoolmaster and editor, above referred to; and it is possible Theal may be correct in saying that "to Mr. John Fairbairn, editor of the *Commercial Advertiser*, as much credit is due as to either Sir George Napier or Sir John Herschel for the improvement which at this time was made in the public school system."

This question of authorship, it may be added, is not by any means a trivial one, as the scheme proved of immense importance to the Colony, and some fundamental portions of it—the Superintendent-General, for example, and the First and Second Class Schools—occupy the same positions in the scheme of the present day.

32. In the Government Memorandum there were also enumerated for the information of the public the complex duties of the recently appointed Superintendent-General of Education. These may be most easily understood from the statement that the office was a kind of combination of two offices afterwards to be found existing in England, viz., those of Government Inspector of Schools and Secretary to the Education Department. In the former capacity he was "to visit every school at least once a year, to examine the ordinary routine of daily instruction, the arrangement of subjects, classification of pupils, &c., and to institute a strict inquiry into the state and progress of the schools generally." In the latter capacity he was to call for monthly returns of attendance, conduct and progress of pupils; he was to obtain quarterly returns of the results of the examinations held in the presence of the local school commissions; he was to grant certificates to such pupils as had "finished their course of study with honour to themselves and credit to the institution"; he was to be a guide and adviser on all educational topics to his teachers; and he was, by means of statistics and reports, to keep the Government regularly and fully informed of the state of the schools and the efficiency of the system.

It may possibly be thought that this budget of duties did not err on the side of defect, but, be this as it may, there can be little doubt that both the officer and the Government mandate to him were admirably suited to the needs of the Colony at the time.

33. One piece of work not specifically mentioned in the Government Memorandum was the drawing up of a Curriculum of Elementary Instruction to be followed in all the Government schools. This was done by Mr. Innes immediately after his appointment, and the document containing the details of the resulting plan is one of great interest both on its own account and as being the first of its kind produced in the Colony. It was published not as a Syllabus of Work for the Standards, as we nowadays should call it, but as a "Classification of Pupils in the Government Schools, and the arrangement of the subjects of the course as it regards the different classes."

Curiously enough, the classification was really twofold, viz., a classification for Religious Instruction and a classification for Secular Instruction.

Instruction in religion was to be the first exercise of the morning school, and during that exercise the pupils were to be separated into three "divisions" or standards, viz., those that could not read, those that read imperfectly, and those that read correctly and with ease. The work of the lowest standard was the "repeating of texts of the Scripture simultaneously," the pupils being under the guidance of a monitor: that of the next, "the reading of the parables and miracles of our Saviour," the pupils being under the guidance of a monitor or usher: and that of the highest, general "Scripture reading," conducted by the master after the manner still followed in what is known as a "Bible Class."

For the purpose of receiving Secular Instruction the "divisions," or standards were *five* in number. In the lowest, Chambers' First Book of Reading was prescribed; the desired quantum of arithmetical knowledge was "the reading and expressing of numbers, both in Arabic and Roman characters, and the committing to memory of arithmetical tables," and to these was superadded "Lessons on objects, according to the Pestalozzian system." In the third standard, grammar, geography, writing, and drawing made their first appearance, and the Third Reading Book was supplemented by the Moral Class Book. In the fourth standard an advance was again made in the subjects already introduced, Chambers' Introduction to the Sciences was to be used in connection with the Lessons on Objects, and history was brought in for the first time. In the highest standard writing and drawing were not mentioned, the only additional subject was Bookkeeping, and what had begun in Standard I. as Object Lessons blossomed into "Conversational lectures on the subjects discussed in the first book of Natural Philosophy, and on the economy of animal and vegetable kingdoms."

The selection of subjects, the gradation of them, and above all the little hints on the mode of teaching which unexpectedly appear in the syllabus, attest to a good knowledge of educational wants and practicable experience in supplying them. Sir John Herschel could no longer complain of the want of "a sound practical educational course."

34. Immediately after the appointment of the Superintendent General the utmost endeavours were made to secure competent teachers as required by the new system. Sir John Herschel who had proceeded homewards in 1838, selected five from Scotland: these arrived in March 1840, and were appointed to establish the Normal School in Cape Town, and the First Class Schools at Grahamstown, Uitenhage, Stellenbosch and George. These teachers were paid at a higher rate than the others subsequently obtained, their salaries being 200*l.* per annum with annual house allowances varying from 30*l.* to 50*l.* The newly appointed Superintendent-General himself then went to obtain more, and it would appear from a circular letter addressed by him from Edinburgh to intending candidates that Sir John's proposal as to the minimum salary of a teacher had been

departed from so far as the Second Class Schools were concerned. In this circular, the Superintendent-General stated that the teachers of the "primary" schools were to enter on their duties at a salary of 100*l.* per annum, with a free residence or an annual allowance in lieu thereof of not less than 30*l.*, and the teachers of the "principal" schools at a salary of 150*l.* per annum, with a free residence and a fee for the higher branches, which was not to exceed 4*l.* per annum for each pupil. Dr. Innes returned to the Colony in March 1841, bringing with him as the result of his quest six teachers; and the First Class schools at Port Elizabeth, Wynberg, Worcester, Paarl, Somerset East, and Graaff-Reinet were at once set agoing.

The new system was now fairly launched, and, as a consequence, in April 1841, the Bible and School Commission was formally relieved of its superintendence of the Government schools.

35. It soon became apparent that the newly established schools of the first and second classes could not be expected to suit all localities. In the middle of 1841, therefore, in accordance with a proposal in the last paragraph of Sir John Herschel's original letter, the conditions under which the Government would afford assistance to Mission schools were published in a Government Memorandum. Aid, in the shape of a grant to be exclusively appropriated to the salary of the teacher, was to be allowed by Government to any Mission school in a suitable locality. Schools thus aided were to be subject to inspection by the Superintendent-General, and were to be open to all, the religious instruction given during the ordinary school hours being confined to the Scriptures. Further, the English language was to be taught in all such schools and, where practicable, it was to form the medium of instruction.

36. In the following year the "normal seminary," foreshadowed in the Government Memorandum of 1839, was opened. The so-called "seminants" were to receive, besides training in the art of teaching, advanced instruction in English and classical literature, mental philosophy, abstract and physical science; and, for their benefit, there was to be attached to the seminary a model second-class school. The "seminant" was placed under no obligation as to his future employment, and he received his training free of charge, though small fees were payable for instruction in the higher branches just referred to. The timetable of the model school has been preserved, and shows interesting modifications in Dr. Innes' five Standards.

37. The local school commissions which had been instituted by Sir John Cradock in 1812 were not done away with on the adoption of the new system. But, as was pointed out to them by a circular letter from the Government in 1842, it now ceased "to form a part of the duties of (such a) board to exercise, as heretofore, a direct control over the internal arrangements of the school of (the) district, its discipline, the course of instruction laid down or the system pursued." Their duties from this time were confined to inspecting the schools at such times

as they saw fit, and reporting to the Government any matter that might be necessary. Quarterly examinations had been instituted by the Government Memorandum of 1839, and it was consequently declared to be also part of the duties of the local commission to be present at these examinations, and to forward thereon a report to the Superintendent-General, together with returns showing the attendance, &c., during the quarter. They were moreover to receive any complaints made by parents respecting the management of the schools, and, if necessary, were to investigate the complaints and report the result to the Superintendent-General.

38. Towards the end of 1843 a further step was taken to extend the operation of the system, by affording aid, under certain conditions, to "schools at eligible stations among the agricultural population of the country districts." According to the Government Memorandum on the subject, a grant of 30*l.* per annum for three years was to be made towards the salary of the teacher of any such school in an approved locality. The residents were to provide the school-room and teacher's house, and were to elect from among themselves a local committee, which was to fix the fees and appoint the teacher, subject to the approval of the Superintendent-General. The school was, of course, to be subject to inspection, and the secular instruction given was to approach as nearly as possible that given in the Government schools. English was to be taught, and religious instruction was to be given only from the Scriptures.

By this step a further approximation was made towards the triple set of public schools still in vogue; the new schools being Third Class Schools in reality if not in name.

39. The state of education in the Colony in 1844, during which year the new system may be said to have been fairly in operation, may be gathered from a Memorandum of the Superintendent-General on the subject. This memorandum re-called the fact that in 1840 there were 11 free schools in the Government system, with 513 pupils on the roll, and an average attendance of 357; and then went on to state that in 1844, the schools comprised in the Government system were: 14 first class schools, with 1,285 pupils on the rolls; 6 second class schools, and 5 Church Clerk schools, with 566 pupils; and 25 aided Mission schools, with 3,741 pupils, making a total of 50 schools, with 5,592 children on the rolls. In all the first class and second class schools English was the medium of instruction; in the 5 Church Clerk schools Dutch was the medium of instruction, but English was also taught. Of the first class schools 11 had pupils—to the number in all of 109—attending the "secondary" course. No details were given in this document regarding the Normal School in Cape Town, and so far as one can learn there were as yet no Farmers' schools in the Government system under the Memorandum of 1843.

40. It requires to be interjected here in passing that the

unclaimed reserve fund of slave compensation due to the Colony, amounting to close on 6,000*l.*, was handed over by the Home Government in 1844. Under the English Act (4 & 5 Vict. c. 8), this fund was to be appropriated "in aid of any charitable institution, or establishment for education maintained at the public charge"; and in June of 1844, there was consequently issued a Government notice dealing with the matter, in accordance both with that Act and with a resolution of the Cape Legislative Council in the previous year. This notice vested the fund in three Trustees, of whom the Superintendent-General of Education was one, and directed them to apply the proceeds to providing education for the liberated slaves and their children, and to aiding Mission schools.

41. In 1845 a change was made in the character of the Church Clerk Schools. Since 1812 the salaries of the teachers of these schools had been wholly paid by Government, though it was permitted to supplement them, where practicable, by small school fees; after 1845, the Government granted only three-fifths of the previous salary, and an allowance in lieu of fees proportioned to the attendance in each school, and the inhabitants were to provide the remaining two-fifths. These grants were also made available for the church clerks of new parishes formed after that date, provided they were qualified to conduct an elementary school.

By this step these schools were placed more nearly on the same footing as the "Aided" schools of the year 1841, and a further approximation was thus made towards a general educational system in which the Government would on some definite plan help those who helped themselves.

42. The year 1854 was, as is well known, in two respects a very important one in the history of the Colony. It was the year of the introduction of representative government, and the year of the arrival of Sir George Grey, one of the ablest and most experienced governors whom the Colony has had. Both events had an influence upon education; but, in the case of the latter, the influence made itself felt at once.

The eighth Kaffir war had come to a close shortly before Sir George Grey's arrival, and one of the great problems which faced him was the settlement of native affairs so as permanently to prevent another. After visiting the frontier and making himself thoroughly familiar with the facts he resolved upon a plan of "peaceful subjugation" in which education was to play an important part. His idea was "to gain an influence over all the tribes inhabiting the borders of the Colony, from British Kaffraria eastward to Natal, by employing them on public works opening up their country, by establishing institutions for the education of their children and the relief of their sick, and by introducing amongst them laws and regulations suited to their condition." He therefore sought and obtained from the Imperial Government a large annual sum for the furtherance of his scheme, and of this sum a goodly portion was devoted by him year after year to education. One or two church institutions

for the training of natives had, as we have already seen, been for some time in operation in Kaffraria, and these he utilised; but his view was that the kind of instruction given in them was too bookish, and that what was most needed was instruction in manual work. Grants were consequently given to develop industrial education at Lovedale, Healdtown, Lesseyton, Salem, and a number of other places, the total expenditure varying from year to year, but in the year 1857 reaching almost 10,000*l*. As the Imperial Government gradually withdrew its support these grants in aid from "the sum reserved under Schedule D," of course, fell off; but while the support lasted it set agoing a movement in the industrial education of the natives which has never since come to a stop. It must be noted carefully, however, that the institutions thus aided were as yet in no way connected with the educational system of the Colony, but were directly under the care of the High Commissioner himself.

43. As for the newly-created Parliament its action was, as has been implied, not at first of much real service to education. In 1855, it is true, by Section 32 of Act 5 of that year, the powers and functions of the local school commissions were transferred to the "Divisional Councils," created by the Act, which were "boards established in the several divisions of the Colony for the better administration of their local affairs."

A further step in the same direction was taken by Act 14 of 1858, which is described as "an Act for the creation of Educational Boards in the field-cornetcies, villages and towns of this Colony, on which the local regulations of each shall be founded." The Act is very lengthy and elaborate, and provides in the first place for the drawing up, by a committee of the residents, and the adoption, when approved by the divisional council, of "educational regulations" for any field-cornetey, village or town. Such regulations were to fix, *inter alia*, the sites for the schoolroom and teacher's house, the manner in which the funds were to be procured for the erection of such buildings and for the payment of teachers, and the number of commissioners to be elected to carry out the regulations. On the adoption of the regulations the commissioners were to be elected by the residents; and, in order that they might efficiently perform their duties, authority was given them to enter into contracts and to hold landed and other property. They were also to have the sole management of the school, and were to appoint the teachers, fix the hours of instruction and the fees, if any, to be charged; and in every school established under the Act, reading, writing, arithmetic, and the outlines of geography and history were to be taught.

The adoption of the Act was, of course, purely optional; and it does not seem to have been taken much advantage of, for in 1861 the Superintendent-General stated that there was then only one school in existence under its provisions, and even that one was financially aided by the Government.

44. During these years, education higher than elementary cannot be said to have been at a standstill, though the Govern-

ment seems to have made little or no further effort to encourage it after the passing of the South African College Ordinance in 1837. Two other institutions, affording education of a similar character, had indeed been established since then—the Diocesan College at Rondebosch in 1849, and the St. Andrew's College at Grahamstown in 1856—but these were both proprietary institutions under the auspices of the Church of England, and received no pecuniary assistance from Government. The South African College continued to prosper, and in 1841 had erected, on land granted by the Government for the purpose, permanent accommodation, which still forms part of the buildings in use. On the expiration of its regulating Ordinance in 1858, the provisions of the Ordinance were renewed by Act 19 of that year for a period of three years; and again at the close of this short period a further renewal was made for an indefinite period by Act 30 of 1861.

The Grey Institution, Port Elizabeth, one of the three schools on the "Grey Foundation" (Act 6 of 1856), may also be mentioned in this connection, although it has never risen above the rank of a school. Reference is also necessary to a somewhat similar undertaking at Graaff-Reinet, where in 1860 a sum of about 5,000*l.* had been collected by private subscription towards founding a college. In this case, however, an attempt at actual college work was made. In the incorporating Act (No. 29 of 1860) it was styled a "College"; the management of it, like that of the South African College, was vested in a council and senate; provision was made for an annual grant of 400*l.* from the Colonial Treasury; and two professors were appointed. After a number of years, however, it fell to the same lower rank as the Grey Institution.

45. The first real step, however, towards the recognition of higher education by the Government was made by Act 4 of 1858, drawn up at the instigation of Sir George Grey, which established for the Colony a "Board of Public Examiners"—the embryo form of the future university of the Cape of Good Hope. This Board, the members of which were to be seven in number and were to be appointed by the Governor, was empowered to grant "certificates of merit and attainment in literature and science, of qualification for admission into the public service, and of proficiency in the principles of law and jurisprudence, and in the theory and principles of civil engineering, of land surveying, and of navigation." Three of the members were to be the examiners in classics, modern languages, literature and history, three in mathematics and science, and one in law; but provision was also made for the appointment of assistant-examiners if necessary. Under the original Act the examinations could be held only in Cape Town, but this was remedied by Act 18 of 1860 and Act 4 of 1863, which permitted the examinations to be held at different places simultaneously under the supervision of commissioners. There was to be a higher and a lower certificate in literature and science, "the qualifications for which shall correspond, as far as the circumstances of this Colony will admit, to the qualifications

required for degrees in the faculty of arts, granted by the universities of the United Kingdom"; and all candidates for whatever certificate might be required to pass a preliminary examination.

With praiseworthy foresight provision was also made for the transformation of the Board into an Educational Council when the holders of certificates in literature and science came to be 50 in number. This Council was to differ from the Board in having an even number of members, and in having only half of them nominated by the Governor, the other half being elected by the majority of votes of the said holders of certificates. This was clearly another step towards the formation of an Examining University, the constitution of the University Council of the present day differing only in having two sets of 15 members instead of two sets of three. Further, it is curious to note that the Council as thus constituted was empowered to frame regulations "for the admission of graduates of European and other Universities and of persons who shall have been admitted to practice in this Colony as physicians or surgeons, as also of persons who shall have been admitted to practise as advocates of the Supreme Court" to the same privileges as certificate holders in the election of members of Council. This, of course, foreshadowed the admission of non-Colonial graduates *ad eundem gradum* in the University of the Colony when founded. It will be seen, therefore, that, to all intents and purposes, the future University of the Cape of Good Hope was potentially involved in this Act of 1858.

Immediately on the promulgation of the Act the members of the first Board were nominated, and they forthwith set about attending to their duties in a methodical way. Their first report was presented to the Governor in April 1860, and from it we learn that at that date 35 candidates had passed the Preliminary examination, seven the Public Service examination, four the examination for Second Class Certificates in literature and science, and seven the examination in the theory of land-surveying.

46. In 1859, Dr. Innes retired from the office of Superintendent-General, and was succeeded by Dr. Langham Dale, then a Professor in the South African College.

In that year it appears, from the report of the new Superintendent-General, that there were 19 Government "Established" schools having 1,593 children on their rolls and an average daily attendance of 1,109; and 178 "Aided" schools of various classes having 16,647 children on their rolls and an average daily attendance of 9,820. This made a total of 197 schools in the Government system, with 18,240 pupils on the rolls and 10,929 in daily attendance.

The amount expended by the Government during the same year on education was 12,712*l.* 2*s.* 4*d.*, of which 5,299*l.* 0*s.* 2*d.* was expended on the establishments, and the remainder, 7,413*l.* 2*s.* 2*d.*, on Aided schools, &c. It appears also from this report that the average cost to the public of each scholar was

4*l.* 14*s.* 4*½d.* in the "Established" Schools, and 1*l.* 4*s.* in the "Aided" Public and Mission Schools.

From these facts alone it is manifest what a wonderful improvement had been effected in the state of education during Dr. Innes' 20 years of service. Much else, however, was due to his initiative. The good derived from the introduction of a definite curriculum into all schools can scarcely be over-estimated, and there can be little doubt that this step taken early in Dr. Innes' administration brought about as much improvement in the quality of the instruction as his general fostering care did to increase the number of schools and the number of pupils under instruction.

47. In the same year (1859) a pupil-teacher system—which had apparently to some extent been initiated in the previous year—was put on a definite basis by a Government Minute. Authority was given to the Superintendent-General to grant certificates to such teachers as were qualified and whose schools were suitable for the training of pupil teachers. Applications for admission to pupil-teacherships were to be made through such teachers, and an annual preliminary examination was instituted for candidates, who were to be at least 13 years old. On admission the salary of pupil teachers was to be 15*l.* per annum, with an annual increase of 5*l.* if certain annual examinations, which were also to be instituted, were passed successfully. The teachers were required to devote at least one hour every day to the instruction of the pupil teachers under their charge, and capitation allowances were to be made to those whose pupil teachers passed their annual examinations with credit.

The "Normal Seminary," established in 1842, does not appear ever to have been of any effect in the way of supplying teachers for the schools of the Colony. It was eventually closed in 1860, and Dr. Innes stated some time afterwards that he was not aware that any pupil of the institution had ever become a teacher.

48. Up to this time the schools which were supported or aided by the Government were either boys' or mixed schools, but in 1860 a Government Minute stated that "the important subject of affording aid to girls' schools" had been under the consideration of the Government, and that in future grants of 50*l.* per annum for first class girls' schools and of 30*l.* per annum for second class girls' schools would be available under conditions closely approximating to those under which Mission and Farmers' Schools had been assisted. A girls' school was to be considered as of the second class where the instruction provided was purely elementary—reading, writing, and arithmetic; the first class schools were, in addition, to provide instruction in the English language and composition, outlines of history and geography, higher arithmetic, plain needlework, and domestic economy. In the case of a locality where there was a mixed school existing but where, however, a separate school for girls was desirable, the grants would be, in addition to those for the

mixed school, 25*l.* and 15*l.* per annum for schools of the first and second class respectively.

49. Although, as has been made apparent, the people of the Colony had cause to be satisfied with the facilities afforded under the Herschel system for the education of their children, it is manifest that about the time which we have now reached there was a growing desire to improve and develop the system, and especially to have all the details of the development carefully laid down by enactment. Indeed, even in 1857 a Bill had been introduced by the Colonial Secretary with this object in view, but it was thrown out on the second reading. Parliament, however, was now desirous that something should be done. On the 1st of August 1861, the House of Assembly passed a resolution to the effect that the Governor be requested "to appoint a Commission to inquire into the present system of Education," and this was followed a week later by a resolution of the Legislative Council intimating that it was desirable that "all grants for educational purposes should undergo revision." As a consequence an important Commission was appointed towards the end of September under the able presidency of the Honourable Mr. Justice Watermeyer.* The Commission examined 14 witnesses, the principal of whom were Dr. Innes, Dr. Dale, the Rev. Dr. Robertson of Swellendam, and the Bishop of Cape Town; received answers to a circular letter of questions from 60 correspondents, mainly clergymen and teachers; and, having considered the whole evidence, presented a full report to the Governor about the beginning of 1863.

The report proper extends to 79 pages, and the annexures to about 600 more. No Educational Document approaching it in importance had up to that time appeared in the Colony.

The conclusions reached by the Commission may be put in brief form, as follows:—

- (a) That the system of so-called "Established" Schools directly and wholly under the Government, was no longer suited to the condition of the Colony.
- (b) That the system of so-called "Aided" Schools should be developed, and the schools named "Undenominational Public Schools," the Grants-in-aid given by Government for teachers' salaries being on what afterwards came to be known as the Pound-for-pound principle, and being graduated according to the rank of the School (Third Class, Second Class, First Class).
- (c) That aid at a still lower rate, and unfettered by the Pound-for-pound principle, should be continued to

* The other members were : William Porter, Petrus E. de Roubaix, Saul Solomon, John Fairbairn, Jan. H. Munnik, Langham Dale and James Rose Innes.

Mission Schools for the education of those portions of the population who were wholly unable of themselves to form schools.

- (d) That a certain number of poor scholars should be educated free in every aided school.
- (e) That provision should be made for the payment and training of pupil teachers.
- (f) That all aided schools should be frequently and systematically inspected, deputy inspectors being appointed to assist the Superintendent-General in this work.
- (g) That the annual income from the Bible and School Commission Fund, and from the Slave Compensation Fund, should be set apart for the payment of pupil teachers in Mission Schools.
- (h) That the Superintendent-General should be the channel through which the Government would allocate all sums voted for educational purposes.
- (i) That the native Industrial schools above referred to as being aided "under the reserved Schedule D." should be brought under the supervision of the Superintendent-General.

By far the most important of these recommendations was the second, in that it indicated the general lines on which in the opinion of the Commission it was desirable to help the people of the Colony in the maintenance of schools. Put in as brief a form as possible, it was that towards teachers' salaries the Government contribution should be met by an equal sum raised locally, and that for all other school purposes the burden should fall wholly upon the people directly interested.

50. Legislation on the lines of the Commission's recommendations did not at once follow, but the interval of inaction was so short that the issue of the Report may practically be viewed as the preparation for a new régime, and the statistics given therein regarding State-aided schools may be taken as fairly indicative of the state of affairs at the close of the period with which we are now dealing.

As we have seen, the schools in operation under the Government might, from a money point of view, be classified as follows:—

(I.) Schools wholly supported by Government, and called "Government" or "Established" Schools. (II.) Schools partly supported by Government, and called "Aided" Schools. As, however, the latter were of several kinds, and had originated at different dates, the threefold division used

in the Report was reasonably appropriate. Following this division we may sum up the statistics as follows :—

Class of School.	Number of Schools.	Pupils on Roll.
A. "Government" - - - - -	19	1,629
B. "Aided Public":		
Order I. - - - - -	11	} 2,885
Order II.* - - - - -	20	
Order III. - - - - -	44	
C. "Aided Mission":		
Order I. - - - - -	41	} 10,978
Order II. - - - - -	59	
Order III. - - - - -	17	
TOTAL - - -	211	15,492

There is great doubt, however, about the accuracy of these figures. They are quite at variance with those given in the Gazette of the same date, where the number on the roll is stated to be 18,553, and the average attendance 11,215.

For the third quarter of 1865 the corresponding numbers were, according to the same authority, considerably higher, a fourth class of school being added under the heading "Native institutions and schools (Aborigines, Border Department)." The details are :—

Class of School.	Number of Schools.	Enrolment.	Average Attendance.
A. "Government" -	9	640	510
B. "Aided Public" -	138	4,268	3,311
C. "Aided Mission" -	169	16,723	10,051
D. "Aborigines" -	37	2,302	1,686
TOTAL - -	353	23,933	15,558

[For fuller details in regard to the history of this period see Report of Education Commission (1863), pp. xxxii—lvi; Appendix V., pp. 52—82; Appendix VI. on Native Industrial Schools; Appendix VII. on Unaided Schools; Appendix VIII. on Sunday Schools; Appendix IX. on Evening Schools; Appendix X. on Ages of Scholars.

Reports of the Superintendent-General (1844—1865).

Quarterly School Statistics published in *Government Gazette* (June 1860—1865).

* Including Church Clerk schools.

Reports of the Board of Examiners (1860—1865). In the office of the Registrar of the University a complete set of these reports (1860—1873), bound in two volumes, is to be found; also the Minutes of the Board for 1859, Draft Minutes for 1860—1863, and Letter Book for 1863—1873.

Acts of the Cape Parliament, Nos. 5 of 1855, 6 of 1856, 4 of 1858, 14 of 1858, 19 of 1858, 18 of 1860, and 4 of 1863.

History of Lovedale. This will give an idea of the work done by one of the earliest and best known native institutions.

Theal's *History of South Africa*, IV. (1893), pp. 202, 206, 242.]

D.—PERIOD OF 1865 ACT, 1865—1892.

51. Between the issue of the Commission's Report and the passing of the Act founded upon it, a period of rather more than two years, next to no change took place in the educational situation. Perhaps the only matters worthy of notice were the abolition, at the end of 1864, of the pupil-teacher system which had been introduced in 1859 and the institution of "Night" schools.

The reasons for doing away with the appointment of pupil teachers are not readily apparent. It would almost seem as if the scheme had been doomed from the first, for, after the 19 pupil teachers of 1859, no more were admitted. Nevertheless, the scheme is well spoken of in the Education Report for 1865, where it is stated that eight of the 19 were at that time engaged in tuition.

Night schools were formally recognised and offered aid by duly approved regulations issued in August 1864. They were intended for males only; attendance was required for not more than eight hours per week; the medium was to be English; the number of pupils not less than 30; and the Government grant 15*l*. It is impossible to say that much advantage was taken of the offer thus made, the number of schools apparently never exceeded half-a-dozen, and soon fell off from that.

52. The Bill first drafted on the lines of the Commission's Report was entitled "a Bill for regulating the mode of Appropriating Grants from the Public Treasury in aid of schools for the instruction of the youth of all classes throughout the Colony," and was brought before the Parliament of 1864 at Grahamstown on the initiation of the Governor. After having passed the second reading in the Assembly, and been reported on by a Select Committee, it was finally withdrawn. On the opening day of the next Session at Cape Town, a modified Bill, emanating from the same quarter, with approximately the same title, viz. :—"A Bill for regulating the mode of Appropriating Grants from the Public Revenue in aid of General Education" was introduced into the House of Assembly. It provoked considerable discussion, especially in the Legislative Council, but mainly in regard to matters of detail, and was passed on the 7th October, just as Parliament was about to rise.

53. The Act is not at all lengthy. It consists of only seven sections, all the more important details, and indeed some of the essentials, being relegated to a Schedule of very considerable extent, headed "School Regulations." One section, of course, gives the "Short Title" of the Act; another repeals the ineffectual Act 14 of 1858 creating Educational Boards, and Section 32 of Act 5 of 1855 giving certain powers to Divisional Councils*; a third provides for the gradual closing of all schools under Schedule A., *i.e.*, the "Established Schools" of the Herschel system, wholly supported by Government; and a fourth provides that the Slave Compensation Fund, and Bible and School Commission Fund shall be administered by the Master of the Supreme Court, and the interest on them handed over to the Superintendent-General of Education for the payment and training of pupil teachers in Mission Schools. Then there are two sections of greater importance authorising the inspection of all schools aided in any way by the Government. There thus remains to be accounted for only one section, the first and most important of all. This simply provides that all money granted by Parliament for educational purposes shall be administered by the Governor through the Superintendent-General of Education, in accordance with rules and regulations which have been assented to by both Houses of Parliament, approved by the Governor, and proclaimed in the *Gazette*. It is to this section that the lengthy Schedule, above referred to, essentially belongs; the two between them, indeed, originate the whole structure of the present educational system, the Schedule intimating the "School Regulations" as they were to be at the outset, and the section declaring the said regulations to be in force.

54. To the Schedule, therefore, we must turn for all information regarding the systematised relation of the State to Education. From it we gather that three kinds of schools were deemed to be necessary to suit the circumstances of the Colony, the Schedule being divided into three parts, and each part containing the regulations for one kind of school. The names of the three kinds of schools are found to be *Undenominational Public Schools*, *Mission Schools* and *Aborigines Schools*; and they are denoted by the letters A, B, C respectively,—a notation which still remains in use.

Undenominational Public Schools (*i.e.*, Order A), though not defined, were clearly intended for the children of those people who could of themselves found schools and could pay half the teachers' salaries. This, very probably, would include at that time most of the white population of the Colony.

Mission Schools (Order B) were meant to be for the children of those people who were unable of themselves to form schools, and whose interests, therefore, had to be cared for by a church or missionary body.

Aborigines Schools (Order C) were intended for "Natives," the particular kind of natives being more definitely indicated by the words "*Border Department*."

* See Section 42.

Further, each of these three orders was subdivided into three classes, so that every school receiving State aid would be distinguished by one of the nine symbols A1, A2, A3: B1, B2, B3: C1, C2, C3.

55. With this framework before us, it will be well now, for the sake of greater clearness to the reader, to depart from the order followed in the Schedule and to re-arrange the material under the various headings which interest an educationist.

(a) *Payment of Teachers.*—In regard to the amount of Government aid available, the system adopted in respect to the Public Schools was entirely different from that under which Mission and Aborigines Schools were assisted. The former system was based on what is now known as the "Pound for pound principle"—that is, that no grants from Government should be available unless an equal amount were contributed locally; while in the latter no reference whatever is made to local contributions.

Public Schools of the First Class (*i.e.*, A1), one of which was intended for the chief town of each Division of the Colony, were entitled to receive an annual sum not exceeding 200*l.*, in aid of the salaries of two teachers, the managers guaranteeing that for a period of three years the local contribution towards the teachers' salaries would be at least equivalent to the Government grant. It was further provided that the 400*l.* thus obtained should be divided into salaries of 250*l.* and 150*l.* respectively.

Public Schools of the Second Class, which were intended to be in the minor towns and villages, were to receive, under similar conditions, a grant in aid of the salary of one teacher varying from 50*l.* to 75*l.*

Public Schools of the Third Class, which were intended to be not in towns or villages, but "at eligible stations among the agricultural population," were to receive a similar grant of 30*l.* under similar conditions.

The three classes of Mission Schools were described as:—"Class I, where there is a series of schools—infant, juvenile and industrial; "Class II, where the children form only one school, and "Class III, Schools at out-stations."

Schools of these three classes were entitled to grants of 75*l.*, 30*l.*, 15*l.* respectively, it being provided that the aid was for teachers' salaries only.

The three classes of Aborigines Schools were more fully characterised as follows:—

Class I. Where there were two qualified teachers and the average daily attendance was not less than 100;

Class II. Where there was only one teacher, qualified to give instruction in English, as well as in the native language, and the average daily attendance was not less than 50;

Class III. Where there was only one teacher, qualified to give instruction in the Native language but not in English, and the average daily attendance was not less than 25.

The maximum grants available for the schools as thus specified were 140*l.*, 40*l.*, and 20*l.* respectively; but in the case of schools of the first two classes there was offered an additional grant of 10*l.* for the female superintending the needlework of the girls.

(b) *Management.*—The managers of Public Schools were to be approved by the Government, but no indication was given as to how they were to be chosen or appointed. In certain cases, viz., in the case of Public Schools of the First and Second Classes, Municipal or Divisional Councils might, if all the ordinary conditions were complied with, be the managers of schools established by them; or they could appoint in their stead other managers, subject to the approval of the Government.

The Mission Schools were to be under the management and control of the churches or missionary bodies with which they were connected; and, though not distinctly stated, it was implied that the same was to be the case with regard to the Aborigines Schools.

(c) *Buildings.*—Apparently no aid from the Government was intended to be given in any case towards the erection or maintenance of school buildings.

In the case of the Public Schools the managers were to provide and keep in repair the school rooms and school furniture, suitable out-offices and a suitable residence for the principal teacher, or in place of this last, an annual allowance of at least one-fifth of the teacher's salary. A proper recreation ground was also declared necessary for Schools of the First and Second Classes. In the case of Mission Schools, the Government was to be satisfied that suitable school buildings, furniture, offices and a recreation ground were provided; but apparently nothing of the kind was required of Aborigines Schools, the Schedule making no mention of buildings or equipment in their case.

(d) *Teachers' Qualifications.*—Next to nothing is said regarding the qualifications of teachers, the only indication given being that, in the case of Public Schools, and in their case only, the qualifications of the teachers nominated by the managers were to be approved by the Government.

(e) *Subjects of Instruction.*—The subjects of instruction in the various classes of schools were specified with considerable minuteness.

In the first two classes of Public Schools, there were to be two courses of instruction, a "secondary or superior" and a "primary or elementary" course. The primary course was to be the same in both cases, and was to include reading, writing, arithmetic, English grammar, and descriptive geography. In the schools of the Second Class, the secondary course was to include, in addition, the rudiments of the Latin language, plane geometry, and elementary algebra; and in schools of the First Class, Greek, Latin, English literature, history, elementary mathematics, and the elements of physical science.

Public Schools of the Third Class and Mission Schools had the same curriculum, viz., at least reading, writing, and elementary arithmetic.

In the case of Aborigines Schools the subjects were not stated with the same definiteness. The pupils were to receive "suitable elementary education" in English or the native language, or in both, and, in addition, "suitable industrial training." Industrial training for boys included carpentry, wagon-making, blacksmith's work, tailoring, shoemaking, printing and bookbinding; and for girls, "household work."

(f) Religious Instruction.—The subject of religious instruction is referred to in connection with both Public and Mission Schools. In the case of the former, it was provided that a special hour, in addition to the ordinary school hours, might be set apart for the purpose. No such provision occurs in the case of Mission Schools, possibly it was thought unnecessary to do so; but in both it was laid down that no scholars could be compelled to attend for religious instruction without the consent of their parents or guardians. In connection with Aborigines Schools, nothing at all is said on the subject.

(g) Medium of Instruction.—In the case of all Public Schools of the First and Second Classes the medium of instruction was directed to be English; in school of the Third Class, a little liberty was granted at the outset, but English was to be the sole medium of instruction after 12 months had elapsed from the time of the establishment of the school. In Mission Schools, the medium was to be English "as far as practicable"; and in Aborigines Schools, as might be gathered from the mode of classifying them, English or the native language, or both.

(h) School Hours.—For secular instruction, not less than four hours per day was to be given in every school. In the case of the Public and Mission Schools it was further particularised that two of the hours were to be in the forenoon and two in the afternoon.

(i) School Fees.—The Schedule did not determine the school fees in any way. In the case of the Public Schools, the fees were to be fixed by the managers and approved by the Government; in the case of the other classes of schools, nothing at all is said on the subject, though in the case of Mission Schools the payment of fees is implied.

(j) School Rules.—Local School Rules and Regulations are referred to in connection with the Public Schools, but only in the statement that they were to be framed by the managers and approved by the Government.

(k) Free Scholars.—The Governor was given the right to appoint "free scholars" to every Public and Mission School, though not, it would seem, to an Aborigines School. These appointments were limited in number and were to be confined entirely to pupils who were unable from circumstances to pay the ordinary school fees. In Public Schools of the First

and Second Classes, one free scholar could be appointed in each school for every 20*l.* and 10*l.* respectively of the annual grant allowed by the Government; while five free scholars could be appointed in each Public School of the Third Class or Mission School.

(*l*) Mixed Schools.—The question of “Mixed Schools” was dealt with only in connection with Public Schools of the First and Second Classes. In both these cases, it was laid down that, in schools attended by both sexes, provision was to be made, if possible, for the placing of the sexes in separate apartments, with the girls under a female teacher. If, however, the inhabitants of a locality preferred to have entirely separate boys’ and girls’ schools, the Government would give grants in aid of both, if the population was sufficiently large to justify their establishment.

(*m*) Girls’ Schools.—As will be gathered from what immediately precedes, Girls’ Schools were to be of only two classes, corresponding to Public Schools of the First and Second Classes. A Girls’ School of the First Class was to receive a grant of 50*l.* per annum in aid of the teacher’s salary, and was to provide instruction in the English language and composition, outlines of history and geography, arithmetic, plain needlework, and, as far as practicable, domestic economy. A similar grant of 30*l.* per annum was to be made to Girls’ Schools of the Second Class, which were to provide instruction in reading, writing, elementary arithmetic, and plain needlework.

(*n*) Maintenance Grants for Aborigines.—In addition to the grants towards the teachers’ salaries already mentioned, the Schedule made provision for further aid, in the shape of certain capitation grants, in the case of Aborigines Schools. Thus, a maintenance grant of 15*l.* per annum was to be made to males who entered into a definite engagement with the authorities of the institution for a period of not more than four nor less than two years as apprentices in carpentry, wagon-making, blacksmith’s work, tailoring, shoemaking, printing or bookbinding, and a similar grant of 10*l.* per annum was available to females for not more than two years nor less than one year as apprentices to “household work.” Further, an allowance of 10*l.* to 12*l.* per annum was offered towards the maintenance of native boarders actually resident in the institution, and who had, “besides the ordinary school work, some industrial occupation, such as field or garden labour, or special training for pupil teachers.”

56. Perhaps the most striking feature of the enactment is to be found in the fact that the financial principle on which Government aid was to be given to Public Schools does not appear in the body of the Act. In later times no notion became more firmly fixed in the popular mind as an essential in the practical working of the Act than the “Pound for pound principle”; and yet it is as much a detail as any other part of the Schedule, and as such as liable to be altered by a mere resolution of both Houses of the

Legislature, that is to say, without the passing of an Amending Act.

The purely voluntary character of the whole system should also be carefully noted. No provision whatever was made for bringing new schools into existence at places where such were needed, or for securing the attendance of children within reasonable distance from an existing school. If the people of a neighbourhood were sufficiently alive to the advantages of education for their children, and if a few leaders were prepared to come forward and bear the initiatory trouble and expense of starting a school, Government aid might fairly be reckoned on; but if these favourable conditions were wanting, the Act provided no substitute to take their place. The clergy, it is true, might fairly be expected to take a serious interest in providing schools, and, as a matter of fact, did so to a considerable extent, but it was no part of their duty to the State, and might, therefore, be left undone without attracting more than passing comment.

It is curious also to observe how little provision was made for expansion or for the consideration of any circumstances different from those contemplated in the Act. Thus no Fiscal Division, however populous it might become, could have more than one First Class Public School, and no such school could have aid for more than two teachers; no school of the third class was viewed as possible in a town or village, and for such only one teacher was provided; indeed, if any school whatever grew in numbers to be beyond the powers of the staff specified in the class to which it belonged, no extra teacher could be provided, unless at the full expense of the managers.

Equally noteworthy with such omissions is the surplusage of detail under certain other heads. This is most conspicuous in connection with the classification of the schools, where there occurs a preternatural symmetry quite out of keeping with the grounds assigned for it. This is readily brought out by observing and comparing the three modes of differentiating the three classes of the three orders of schools.

In passing, too, it is impossible not to regret the unfortunate use of the word "Mission" as a distinguishing name of one of the three orders. Whatever reason existed for calling the "B" Schools "Mission" Schools applied with equal force to the schools of Order C. Both of them were in reality Mission Schools; and probably the only justification for a distinction between them lay in the fact that one of them had at first been provided for in a special way by the English Government.

57. The immediate effect of the Act was not at all striking. There was no sudden increase in the number of schools or school children and no abrupt rise in the Government expenditure on education. The number of schools had been growing before the Act passed and the growth continued, but not at any higher

rate; in fact, the increase for the year preceding the passing of the Act was greater than for the year following. The facts in regard to enrolment and attendance point in the same direction, the figures for the third quarter of 1866 not being materially different from those for the corresponding quarter of 1865. In the matter of expenditure there was an increase of about 2,000*l.* but the sum reached, viz., 25,000*l.*, remained practically unchanged for 1867. If we even take a matter for which the Act made direct provision, viz., the abolition of the "Established Schools," we find no evidence of their more rapid disappearance after the Act than before. They had been gradually dying out for some years, the number having fallen from 20 in 1859 to nine in 1864, and the nine thus existing when the Bill was in hand took ten years more, with the help of the Act, to vanish. Speaking generally, we may therefore say that the Act simply crystallised tendencies which had for years been in evidence, methodised the Government supervision and local management of schools, and introduced something like a principle into the giving of State aid.

58. As a consequence of the clause regarding the Slave Compensation Fund and Bible and School Commission Fund, a new pupil-teacher system was inaugurated, which, however, only slightly differed in its details from the scheme of 1859. Its operation was by the Act confined to Mission Schools, while the old scheme was applicable to schools of any class, the other main points of difference being that the salaries of the pupil teachers were much reduced, that apparently there were no annual examinations to test progress, and that no bonuses were to be paid to the teachers of successful candidates. A good beginning was made, 36 pupil teachers being admitted during the first year, but the operation of the system does not appear to have been very satisfactory on the whole, for in 1871 it is found that out of the 77 pupil teachers admitted since 1866, only 15 were actually engaged in teaching, 24 were still under training, while 38 had taken to other pursuits.

59. While the Mission Schools received this special attention on the part of the Government, there is evidence also that considerable general attention must have been given to the development of the other class of schools under church management, viz., the Aborigines Schools, the increase in the number of such schools being very noteworthy in the years immediately following the passing of the Act. Part of this was due to the extension of the area under the operation of the Act; the districts of King Williams Town and East London, for example, being included in 1867, and portion of the Transkei in 1871 for the sake of the migrated Fingoes. The increase, moreover, is all the more striking when compared with the corresponding increase in the number of Public Schools. These latter, as we have seen, numbered 147 in 1865, and it is found that eight years after-

wards the number had risen to 169—an increase of 22 only. In the same period, on the other hand, the number of Mission and Aborigines Schools rose from 206 to 346—an increase of 140—with the result that, of the total 515 State-aided schools existing at the latter date, not quite one-third belonged to the class of Undenominational Public Schools.

60. The two clauses of the Act having reference to inspection did not bear their full fruit until 1872. Inspection had, of course, always been going on, the Superintendent-General undertaking to visit as many schools as he could in the time saved from purely office work. So far back as 1839, the year of Dr. Innes' appointment, this kind of inspection was carried on; indeed, in that year and two or three years following it, Dr. Innes found himself able to visit and inspect every school under his supervision. This, however, soon became impossible, and about the time of the passing of the Act it would seem that not more than two months could be given by the Superintendent-General to the business of inspection.

The change contemplated by the Act was the appointment of Deputies of the Superintendent-General, whose duties would be confined entirely to inspection. It had actually been proposed in Parliament as an amendment to a clause of the Bill to provide for the appointment of two such Deputy-Inspectors, but the amendment was not carried, probably because it was deemed that action in the desired direction could be taken when necessary without specific authority.

The two first Deputy-Inspectors were Messrs. A. N. Rowan and O. H. Hogarth, the date of their appointment being October, 1872. The former was selected from among the teachers of the Colony, having, indeed, been one of the early pupil teachers, assistant at Stellenbosch from 1845 to 1848, teacher at Malmesbury from 1848 to 1856, and at Worcester from 1856 to 1872; the latter was an Oxford graduate, who had been for some time previously a lecturer at the Diocesan College, Rondebosch. The appointments were specified to be for three years, with the possibility of re-appointment. For the purposes of inspection, the Colony was apparently partitioned into two Circuits, an Eastern and a Western, for in the first published collection of reports, Mr. Rowan deals with schools in the districts of Cape, Stellenbosch, Paarl, Wellington, Worcester, Tulbagh, Ceres, Piquetberg, Clanwilliam, Calvinia, and Caledon, and Mr. Hogarth with the schools in the districts of Port Elizabeth, Uitenhage, Humansdorp, Albany, Bathurst, Alexandria, Fort Beaufort, Stockenstrom and Alice. The reports issued, as had been the custom for some years previously, in the form of an appendix to the Superintendent-General's report, were similar in character to those which in Dr. Innes' time had formed part of the main body of the report, but were more condensed and more strictly statistical in form, consisting usually of a paragraph regarding the school as a whole—the accommodation, the teaching staff, the grants, the discipline

and the attendance; and separate short paragraphs regarding each of the classes.*

During the first three months after their appointment—that is to say, the last quarter of 1872—the two Deputy-Inspectors examined in all 110 schools, and their yearly average for some time afterwards was about 200 schools per annum each.

61. The appointment of the Inspectors in 1872 also forced upon attention the necessity of providing some means of ensuring that the teachers of all schools should be duly qualified. In the same year, therefore, it was decided to establish an “Elementary Teacher’s Certificate,” and the Superintendent-General stated in his report that “the possession of this or of some higher and duly recognised certificate would in future be demanded of all persons nominated to the charge of aided schools.” The candidates for this certificate were to be at least 16 years of age, and were to be examined in the English language, arithmetic, descriptive geography, handwriting, and school management, the Dutch and Kafir languages being additional and optional subjects. This Certificate, which attested very moderate attainments on the part of the holder, qualified only for the charge of Public Schools of the Third Class or Mission Schools, and, during the year 1873, was obtained by 20 candidates, 11 of whom were female.

62. The institution of regular inspection also called into greater prominence the need for more uniformity in the course of instruction given in the schools, and the desirability of having the curriculum divided into a certain number of portions, each suitable for a year’s work. The first attempt in this direction, it will be remembered, dates from the year of Dr. Innes’ appointment (1839), and, as might be expected, the new course introduced by Dr. Dale did not differ to any great extent from the old. It is worthy of note, however, that the English technical word “Standard” is now used for the first time to indicate the various stages of the curriculum. The so-called Standards were

* The following, for example, is the first of Mr. Hogarth’s reports :—

(1.) Port Elizabeth.—St. Paul’s Girls’ and Infant English Church Mission School. Grant, 45*l.* per annum. One female teacher, Louisa Morley, and two assistants. On the books, 61 girls, 38 boys; present, 43 girls, 25 boys. The absence of so many children at my visit was accounted for by the prevalence of whooping cough in the neighbourhood. All the children are in one room, 42 feet by 22 feet, in good repair and well furnished. The school is in good order and well disciplined. Classes, 5.

Class I.—Present, 2 boys, 7 girls; read National Reading Book (IV.), well, 7; rest fairly; work arithmetic, simple rules, fairly; write copy and do dictation, well, 4; rest fairly; learn a little geography and English grammar.

Class II.—Present, 19; read National Reading Book (III.), well, 6; rest tolerably; work sums in simple addition and subtraction; write copy and dictation, but not very far advanced.

Class III.—Present, 9; read National Reading Book (II.); work simple addition and subtraction; about half write copy and most dictation.

Class IV.—Present, 16; read National Primer, well, 7; rest fairly; spell from cards; repeat tables and write on slates.

Class V.—Present, 15; spell from cards and begin to write on slate.

four in number, the full statement of the details of the four, as officially intimated, being as follows:—

Requirement.	Standard I.	Standard II.	Standard III.	Standard IV.
Reading	Narrative in monosyllables.	Narrative from an Elementary Reading Book.	An ordinary Narrative.	Any ordinary narrative fluently and correctly.
Writing	Write on slate, figures and monosyllables.	Write short sentences to Dictation, and transcribe passages from a printed book.	Write an ordinary passage dictated slowly.	Write freely to Dictation.
Arithmetic	Simple addition and Multiplication Table.	Any example in Simple Rules.	Compound Rules (Money).	Practice, proportion, and vulgar fractions.
Geography	—	—	Outlines of descriptive geography.	Descriptive geography generally.
Grammar	—	—	—	Elements of Grammar, Parts of Speech, Composition of a Sentence, &c.

Some points of difference between this curriculum and that of 1839 are readily noticeable without any close investigation. In the first place, the number of standards is one fewer than formerly; in the second place, the subject-matter is indicated in far less detail; and in the third place, no standards of religious instruction appear at all. On closer examination it will be found that drawing and the excellent five years' course of object lessons culminating in formal instruction in physical and natural science have also entirely disappeared, and that on the other hand writing to dictation, which formerly was not referred to in the first three standards, is now introduced at the very outset, and advances in difficulty from standard to standard. In addition to this, it may suffice for the purposes of comparison to take one of the common school subjects, say, the first of the three R's, and follow it through the entire range of both courses.

YEAR 1839.	YEAR 1873.
First Book of Reading.—Chambers' Educational Course. The mechanical exercises in reading to be accompanied with incidental conversations on the subjects read, and such illustrations as tend to promote correct verbal knowledge.	Narrative in monosyllables.
Second Book of Reading.—Using the same method of incidental instruction and illustration as in the first class, with a view not only to the intellectual but the moral training of the pupil. The elliptic method of instruction during these conversations will be found highly serviceable in creating interest and keeping up attention.	Narrative from an Elementary Reading Book.

YEAR 1839.	YEAR 1873.
Third Book of Reading and Moral Class Book.— The same process of incidental instruction and illustration as in the Second Class.	Any ordinary Narrative.
Recitations in the Moral Class Book and Introduction to the Sciences.	Any ordinary Narrative fluently and correctly.
Recitations in Chambers' History of the British Empire, and the first, second, or third book of Natural Philosophy (Chambers' Course), recitations in poetry.	

It may be seriously questioned whether the differences thus brought to light in the two curricula corresponded to actual differences of attainments in the pupils taught under the two systems.

Finally, it may be mentioned that the general note appended to the curriculum of 1839 in regard to the teaching of Dutch has no analogue in the curriculum of 1873.

63. Although the Third Class of Public Undenominational Schools had been specially provided to meet the wants of farmers, it soon became apparent that, on account of the great distances which separated farms from one another, this provision was insufficient and that, indeed, day schools in any shape were not appropriate for the purpose in view. A new class of schools had therefore to be instituted, and for this purpose additional "School Regulations" were approved by Parliament in 1873. By these regulations, this fourth class was designated "District Boarding Schools" (Order D.), and the conditions under which they would receive Government aid were specified. In the first place, the Superintendent-General of Education was to be satisfied that a Boarding School was required by the District and that the site proposed was suitable; the managers, teachers, rate of fees, and all other arrangements being also subject to his approval. The managers were to provide day school instruction for the children resident in the locality; their school, like all other State-aided schools, was to be subject to inspection, and the grants towards the teachers' or superintendents' salaries were to be on the "Pound for pound principle." For a Boys' School of this class the annual grants in aid were to be 100*l.* towards the salary of the principal teacher, 50*l.* towards the salary of the assistant teacher, and 50*l.* towards the industrial department; while the corresponding grants for a Girls' School were to be 50*l.*, 30*l.*, and 10*l.* A further grant of a different kind was also made available to these Schools, viz., a capitation allowance of 6*l.* for each pupil "boarded and lodged and educated in the institution, whose home is situated not less than six miles from the undenominational public school of any town or village, and whose circumstances require such assistance towards his education." To

afford additional facilities for the education of children whose homes were far removed from existing schools, provision was also made for the formation of "Boarding Departments," either for boys or girls, in connection with the ordinary Public Schools. The annual grants available for such Departments were fixed at 30*l.* towards the salary of the Superintendent, and a capitation allowance of 6*l.* to certain children, as in the case of the Boarding Schools proper.

The distinction between a District Boarding School and a Public School with a Boarding Department will thus be seen to be dependent upon the ratio of the number of day pupils to the number of boarders, the boarders being in a majority and possibly even the only pupils in a District Boarding School. As a rule, the grant for a Boarding Department went to the principal teacher of the Public School concerned. There thus arose a further point of difference between the two kinds of schools—in that the Principal of a Public School with a Boarding Department received two separate grants, while to the teacher of a District Boarding School there was paid only one grant, covering the two kinds of duties which he had to perform. It would appear that at first less advantage was taken of the grants for Boarding Departments; for, whereas two years after the passing of the regulations the District Boarding Schools were 10 in number, the number of Boarding Departments was only four.

64. Leaving now all these matters connected with elementary schools, let us resume the story of the higher education.

It will be remembered that when Sir George Grey proposed the creation of a Board of Examiners, the intention was to prepare the way for the institution of a corporation with a much more ambitious title. The Board had satisfactorily fulfilled the expectations of its founders and, by preserving a high standard in its examinations, had exercised a considerable effect on the progress of education. In the 15 years of its existence, there were granted in all eight First Class Certificates in Literature and Science, four First Class Certificates in Law and Jurisprudence, 54 Second Class and 170 Third Class Certificates in Literature and Science; and in addition, there had been continuously held by it examinations for admission to the Public Service, for certificates of proficiency in land-surveying, &c. By the time we have now reached, however, it was felt that the sphere of its influence was a somewhat narrow one, and that the number of possible candidates warranted an effort to make the development which had originally been intended. Accordingly, in 1873 the services of the Board were dispensed with and a University established by Act 16 of that year.

The "University of the Cape of Good Hope," as established by the Act, was intended to be an examining body of the type of the University of London, and was to consist of a Chancellor, Vice-Chancellor, a Council and Graduates. The Council was to consist of 20 members, all of whom were in the first instance to be appointed by the Governor, and were to continue in office for six years: but in all succeeding Councils, half only of the

members were to be appointed by the Governor, and the other half elected by the Convocation. The Act gave the Council power to confer, after examination, the following degrees, viz., B.A., M.A., LL.B., LL.D., M.B., and M.D., and also Certificates of proficiency in law and jurisprudence, land-surveying, civil engineering, and navigation; but graduates of other Universities might be admitted without examination to similar degrees in the Cape University. The minor powers and duties of the Council are specified with considerable minuteness: they were to appoint the examiners, frame bye-laws and regulations, appoint a Registrar and other officers, and furnish an annual report and financial statement to the Governor.

The Convocation of the University was to consist of the graduates admitted without examination *ad eundem gradum*, the graduates after examination, and the holders of Certificates in Literature and Science granted by the Board of Examiners. The Chancellor was to be elected by the members of Convocation as soon as their number reached 100, and was to hold office for life: the Vice-Chancellor by the members of Council, and was to hold office for two years.

Finally, the Act enjoined that "no religious test shall be administered or proposed to any person" to entitle him to enjoy any advantage or privilege of the University; and it repealed the various Acts relating to the Board of Examiners.*

The first examinations under the new body were held about the middle of 1874, when 70 candidates presented themselves, viz., 1 for the degree of M.A., 9 for the degree of B.A., 49 for matriculation, 9 for the Law certificate and 2 for the Survey certificate.

The year following there appeared the first *Calendar*, a modest volume of 170 pages, containing the usual details of such publications.

65. As it was doubtful whether the new University had power under its Act to confer degrees upon students not resident within the Colony, an additional Act† was passed two years after the first giving the requisite powers, and, with this object in view, even authorising the Council to make provision for the holding of examinations beyond the boundaries of the Colony.

Two years later, the status of the University was formally insured by the granting of a Royal Charter in its favour, the effect of which was to entitle its degrees to the same rank, precedence and consideration throughout all the Queen's realm as if they had been granted by any University in the United Kingdom.

66. As might have been expected, we find that the candidates for the examinations of the Board of Examiners, and of the new University, came from a great variety of institutions, and even included individuals whose only preparation had been private study. In the five year period 1870-74, however, four institu-

* Viz., Acts 4 of 1858, 18 of 1860, 4 of 1863, and 10 of 1868.

† Act 9 of 1875.

tions stand out prominently as providers of the higher education necessary for such candidates, the Diocesan College at Rondebosch, the South African College at Cape Town, the Public School at Stellenbosch, and the Gill College at Somerset East.

It was natural, therefore, that some attempt should be made to put institutions of this kind on as definite a basis in relation to the higher education as the ordinary schools had been put by the Act of 1865. This was the origin of the so-called "Higher Education Act" of 1874 (Act 24 of 1874).

67. The Act closely resembled the "lower" Education Act of 1865, if we may so call it, in being exceedingly brief, the first of its four clauses containing all that is of importance. It also resembled it in the actual form of words employed in this essential clause, the only real difference being that the phrase "higher and professional education" took the place of "public education": that is to say, it was simply provided that all money granted by Parliament for the purposes of higher and professional education should be administered by the Governor in accordance with rules and regulations which had been assented to by both Houses of Parliament, approved by the Governor and proclaimed in the *Gazette*. There was the further resemblance that, connected with this clause, was an appended Schedule containing the regulations to be in force at the outset, and that the principal one of these regulations concerned the grant-in-aid, which was a sum not exceeding 200*l.* per annum towards each professor's salary. One of the unimportant clauses of the Act concerned the special case of Graaff-Reinet College, which already had two professors and a grant of 400*l.* per annum, and which, therefore, was not considered to be in want of aid until a third professor was proved to be necessary; and the unimportant clauses of the Schedule instituted the usual conditions connected with a salary grant, such, for example, as the Government's approval of the appointment of the professor and of all the arrangements connected with the discharge of his duties.

68. Two years after the passing of the Act, the institutions working under it were five in number, viz., the four above-mentioned and the Grey Institute, Port Elizabeth. Only three of the five, however, had matriculated students under instruction, these being, in the order of their importance, the South African College, the Diocesan College, and the Public School at Stellenbosch. In all of the five, except the Diocesan College, there were two lecturers subsidised in accordance with the provisions of the Act—one in the department of Literature, and one in the department of Science. In the case of the Diocesan College, there were three lecturers—one for Mathematics, one for Classics, and one for English Literature and Physical Science. In this connection, however, it needs to be borne in mind that the South African College had, in addition, a 400*l.* annual grant of old standing.

69. Let us now return to the subject of the elementary school system.

As has already been pointed out, Section 58, the system inaugurated shortly after the passing of the Education Act, under which a limited number of pupil teachers were maintained in Mission Schools, was not very satisfactory in its operation and totally inadequate to the requirements of the Colony as a whole. In 1874, therefore, it was considered necessary to frame additional "School Regulations," having for their object the extension and amendment of this system. The new scheme approximated even more closely than the old to that of 1859; there was no restriction to one class of schools, the salaries of the pupil teachers were raised, the principal of a school was to give special instruction to the pupil teachers under his charge, and was to receive an allowance of from 10*l.* to 15*l.* for every one of them who succeeded in obtaining the Elementary Teachers' Certificate. The only point of real difference, in fact, was that there were again no annual examinations of the pupil teachers to test their progress.

The immediate effect of the alterations was to increase greatly the number of pupil teachers—96 being admitted during the first year.

70. Contemporary with these regulations amending the pupil-teacher system were others making provision for an extension of the grants in aid. It will be remembered that it was a point of objection to the Schedule of 1865 that there could be no more than two teachers in a First Class Public School, and no more than one in a Public School of either the Second Class or Third Class—unless indeed such additional teachers were provided entirely at local expense. The new Regulations of 1874 made the necessary correction by providing that annual grants of 75*l.*, 30*l.*, and 15*l.* would be available, on the pound for pound principle, towards the salaries of such assistants as were necessary in Public Schools of the First, Second, and Third Class respectively. For Girls' Schools of the First and Second Classes, similar grants of 30*l.* and 15*l.* respectively were allowed under similar conditions.

A further new departure was made by the offer of a grant of 30*l.* per annum, on the pound for pound principle, towards the salary of the teacher of a Preparatory or Infant School in connection with the Public School of a town.

71. It was soon found that the two Inspectors appointed in 1872 were, owing principally to the great distances and the difficulties of travelling, unable to inspect and examine all the schools receiving State aid. In 1873, for instance, 104 schools—out of a total of 540 in actual operation—were left unvisited. To remedy this, a third Inspector, Mr. F. H. Ely, a holder of the First Class Certificate of the Board of Examiners, was appointed in 1874; an Inspector for Basutoland, Mr. E. Rolland, M.A., in the following year; and an Inspector for the Transkei territories, Mr. Charles Clark, in 1877. The latter had taken Mr. Hogarth's place in 1874, and was succeeded, on his transference to the Transkei, by Mr. S. Lewis, B.A.

The Circuits in 1877 were then as follows:—

1. Western—Mr. Rowan - - Namaqualand, Calvinia, Clanwilliam, Piquetberg, Malmesbury, Cape, Paarl, Stellenbosch, Caledon, Bredasdorp, Robertson, Worcester, Tulbagh.
2. Central—Mr. Ely - - - Colesberg, Hopetown, Richmond, Murraysburg, Victoria West, Fraserburg, Beaufort West, Graaff-Reinet, Middelburg, Somerset East, Uitenhage, Port Elizabeth, Humansdorp, George, Knysna, Mossel Bay, Riversdale, Swellendam, Oudtshoorn, Prince Albert.
3. Eastern—Mr. Lewis - - Aliwal North, Albert, Wodehouse, Queenstown, Stockenström, Victoria East, Fort Beaufort, Cradock, Bedford, Peddie, Albany, Alexandria, Bathurst, East London, King Williams Town.
4. Transkei—Mr. Clark - - -
5. Basutoland—Mr. Rolland - -

The results of the inspections for the four years 1873-77 may here be noted, as they serve to give a fairly accurate idea not only of the work done by the Inspectors, but also of the state of education in the Colony at the time:—

Year.	Attendance at Inspection.	Below Standard.	Standards.			
			I.	II.	III.	IV.
1873	21,862	11,648	4,411	3,412	1,725	744
1874	17,475	8,855	3,404	2,746	1,627	843
1875	27,457	15,143	5,719	3,428	2,303	914
1876-77	26,504	15,120	5,667	2,780	1,992	945

72. In 1877 there were promulgated still more "School Regulations," dealing this time with two subjects widely different from each other.

In the first place, there were six clauses respecting Girls' Schools and superseding all previous regulations on that subject (*viz.*, the regulations, the effect of which was given in Section 55, m, and Section 70). As in the Schedule to the Act of 1865 it was again provided that Girls' Schools were to be of only two classes. A Girls' School of the First Class was to receive, on the pound for pound principle, an annual grant of 75*l.* towards the salary of the headmistress, and grants of 50*l.* towards the salaries of such assistants as might be necessary; and it was to provide superior instruction in the English language and literature, history, geography, arithmetic, and, as far as practicable domestic economy. For the schools of the Second Class, where the instruction was to comprise the "three R's," the outlines of history and geography and plain needlework, similar

grants of 50*l.* and 30*l.* respectively were made available. The second matter dealt with was the subject of industrial education in District Boarding Schools and Aborigines Schools, and the regulations under this head were supplementary merely to those already in force. In the case of the former class of schools, an annual grant of 50*l.* was offered, as before, in aid of the expenses of an Industrial Department or Trade Class, provided that there was a sufficient attendance of pupils of suitable age. In the case of Native Industrial Institutions, it was stated that an annual grant of 120*l.* would be given towards the salary of a qualified Trade-teacher in carpentry, wagon-making, smiths'-work or leather-work, with the provisions that there were to be no more than two such grants for any one institution, and that the regular attendance at any one Trade Department was not to be less than 15 probationers or 10 apprentices. Besides this annual grant in aid of the teacher's salary, there was also available an outfit grant of 30*l.* to be devoted to the purchase of tools, fittings, and materials for the Trade Department with which he was to be connected. There was also a further provision to the effect that Native Day Schools could have the same grant as District Boarding Schools and under similar conditions.

It is worthy of notice that, in the matter of industrial education, greater liberality was thus shown towards an Aborigines Institution than towards a District Boarding School for white children. In the latter class of school, in fact, the industrial education given amounted to little more than a weekly lesson or two from the village carpenter, whereas the class in an Aborigines' Institution consisted of apprentices who, with their teacher, devoted practically the whole working day to their trade.

73. It will be remembered that the introduction of the new Regulations of 1874 led to a very great increase in the annual number of those admitted to the pupil teachers. As a natural consequence of this, the annual number of those who obtained the "Elementary Teachers' Certificate" was correspondingly augmented, having risen from 20 in 1873 to 165 in 1877.

With the object, principally of providing some means whereby the holders of this Certificate might receive further systematic training and practice in teaching, but also with a view to the training of ordinary pupil teachers, the Synod of the Dutch Reformed Church determined in 1878 to establish a "Normal School" in Cape Town.

To this end, a Principal was obtained from Scotland, and the school was opened in January of the following year. It was composed of two Departments—a higher, for which apparently the entrance qualification was intended to be the Elementary Teachers' Certificate, and a lower, which was simply a day school for boys. Aid was afforded by the Government in the form of a special vote under the head of "Pupil Teachers' Expenses," and consisted of grants towards the salaries of a principal, a master of method and assistants, and of allowances for pupil teachers. From the outset the new venture was considered a success; and two years after its initiation, we find that there were 20

youths under training to be teachers and 116 pupils in the boys day school.

About the same time there was started, under the auspices of the English Church, a Normal Department in the Zonnebloem Kafir College, Cape Town. This was an institution which had been designed by Sir George Grey for boarding and educating the sons of native chiefs, but which had in time departed somewhat from its original purpose by opening a section as a day school for European children. It was to this section that the Normal Department was attached. It began with a "Master of Method" and seven youths under training, but prosperity did not attend it, and in a couple of years or so it was practically dead.

The institution of these two agencies for the preparation of youths for the teaching profession led to the establishment of a higher certificate for teachers—the "Middle Class Certificate." The candidates for this certificate were to be at least eighteen years of age—that is to say, two years older than the candidates for the Elementary Certificate—and were to have had some experience in teaching. The subjects of examination were to be English, elementary mathematics, Latin, penmanship, freehand drawing, descriptive and physical geography, elementary physics, and school management, three of these being subjects not already taken for the Elementary Certificate, viz., Latin, elementary mathematics, and drawing. This Certificate, which was intended to qualify for the charge of a Public School of the Second Class, or a Girls' School of the First Class, or for an assistantship in a First Class Public School, was obtained during the year 1879 by eight candidates.

74. About this time a very important stage was reached in the history of the South African College. It will be remembered that Ordinance No. 11 of 1837 (*vide* § 23), by which the College was first put on a legal foundation as a public institution, was to continue in force for 21 years. In 1858, when this period had elapsed, the Ordinance was renewed by Act 19 of that year for three years more; and then, by Act 30 of 1861, it was again renewed and ordered to continue in force until repealed. In 1878, owing to the fact that the proprietors of the shares allotted in 1829 had come to an agreement to renounce all their right and title to the College buildings, &c., it was felt that a favourable opportunity had arrived for making certain changes in the constitution of the College, and an "Act for Regulating and Providing for the South African College" * was accordingly passed in that year. As, however, it was followed by an amending Act † in the following year, it will be convenient to give the provisions of both Acts, as read, together.

Under these enactments, the general superintendence of the South African College was vested in a Council of nine members three of whom were to be appointed by the Governor, three by the University Council, and three by a constituency of "life governors" and "past students." By a "life governor" was understood any shareholder or any donor of 20*l.* or more to the College funds,

* Act 15 of 1878.

† Act 12 of 1879.

and the term "past students" was restricted to those former students of the College who held a Certificate in Literature and Science from the Board of Examiners or were graduates of some University. The internal management of matters relating to discipline and instruction was to be under the care of a Senate, a body composed of the Principal of the College (if such a functionary were appointed), the professors, and two members of the Council. The powers and duties both of Council and Senate were fully detailed. In addition to other minor matters the Council was to appoint the professors and lecturers for the College and, if it thought fit, a Principal as well; and it was to fix and regulate the fees. A still more important power was, however, given it by the second of the two Acts under consideration, viz., the power to establish in Cape Town a First Class Undenominational Public School or, if found necessary, separate boys' and girls' schools. To this power was naturally annexed the right to be the managers of the schools so established and to appoint the teachers, &c.; but so long as such schools were aided under the provisions of the Education Act of 1865, they were to be subject to all the ordinary regulations. Finally, the Governor was given the right to enter a limited number of free students—this number in no case to exceed 10.

[At this point Mr. Muir found himself compelled, by pressure of other engagements, to break off the composition of his report. The remaining portion of Part I. and the whole of Part II. and Part III. have been prepared from official publications relating to Education in Cape Colony.]

75. In 1879 the Government, in accordance with a resolution of Parliament, appointed a Commission to inquire into the state of education in the colony, a matter upon which a good deal of dissatisfaction was known to exist. The Commissioners (among whom were the Chief Justice, the Speaker, and Mr. J. A. de Wet) were directed to inquire into the working of the Education Acts, and to report what changes, if any, were needed, in their judgment, in order to secure increased educational efficiency and to encourage education. The educational condition of the rural or farming population was specially referred to them for investigation.

After receiving evidence the Commissioners reported that education in the colony had certainly made great progress during recent years, but that nevertheless the masses of the population were not fully alive to the benefits of education. They had found that in the colony educational progress was hindered by three potent causes—the fact that at least three languages were spoken among the different sections of the inhabitants; the conservative instincts which were specially characteristic of many of the families resident in the colony; and the preponderance of the native over the European element.

The Commissioners recommend that a conscience clause should be adopted in the matter of religious instruction; that the duties of the Superintendent-General should be divided

between two officers, one to be charged with the administrative and financial part of the work, the other with duties which were more definitely professional and educational; that the number of deputy inspectors should be increased; that committees of school managers should be turned into corporate bodies with rating powers; that the guarantee system should be abolished, and any annual deficiency in the income of the proposed School Boards defrayed out of local rates and public revenue; that, if a district failed to elect a School Board, the Education Office should be empowered to nominate one; and that within municipal limits education should be made compulsory in the case of all children between the ages of 5 and 13. The Commissioners also made various recommendations as to the future administration of grants under the Higher Education Act, and favoured changes in the curriculum of the secondary schools with a view to giving more time for the study of "modern" subjects. They further proposed that it should be optional with the managers of a school whether Dutch or English should be used as the medium of instruction, besides stating (in an earlier part of their report) that in their opinion it would be expedient to remove all restrictions as to the language to be chosen as the medium of instruction in schools.

76. In his report for 1880, Dr. Langham Dale, the Superintendent-General of Education, referred at some length to the Commissioners' recommendations. (1) With regard to the language difficulty, he pointed out the somewhat conflicting character of the Commissioners' recommendations. "The current languages of the schools," he wrote, "are English, Dutch, German, Kafir, and Sesuto." Why should the local managers have to choose between two languages to the exclusion of the other three? The existing arrangement, he pointed out, was that in schools of the first and second class instruction should be given through the medium of the English language. "I never heard," he wrote, "of any objection to this rule. In all other schools instruction in English is introduced as far as practicable. This appears to have worked satisfactorily for many years, and it is desirable not to disturb it. But to leave the solution of such a difficult question to the managers of each school introduces an element of discord which will arouse local prejudices and lead to endless complications." Turning to the pedagogical, as distinguished from what may be called the political, side of the problem, he continued: "The difficulties of carrying out a system of bilingual teaching among the children of the agricultural and pastoral population have occupied my attention, and I have found it necessary to recognise two methods, each of which has the support of experienced teachers. One teacher prefers to give instruction throughout the school in English, and introduces translation into Dutch, German, Kafir, and Sesuto, as the case may be, in the reading lessons, word by word, sentence by sentence. It is urged that a pupil who goes through the school course in this way acquires a ready conversational power in English, and is trained to think in English, without neglecting the study of his own

vernacular tongue. Other teachers in Dutch-English, Anglo-German, and Kafir-English schools, consider that the initiatory teaching in reading, object-lessons, and other rudimentary subjects should be conducted in the child's vernacular tongue, whether Dutch, German, Kafir, or Sesuto; and when a certain facility has been acquired, the study of English is gradually introduced. By this method one great object is secured during the brief period of school life, viz., the power of reading the home language; whereas the other method is defective, because the scholar who does not remain long enough to acquire an available knowledge of English will have had little opportunity of learning to write or read his own colloquial tongue." (2) On the subject of compulsory attendance, Dr. Langham Dale stated that the Commissioners' proposal to enforce school attendance upon children from five to thirteen years of age was, in his opinion, impracticable. "There is great risk," he wrote, "of rendering the system odious to the public by making its provisions too stringent." Dr. Dale maintained that the best remedy would be found in the moral influence of truant officers employed within the boundaries of each municipality and empowered, when they found children of school age wandering about the township during school hours, to bring the parents of such children before the magistrates. As Dr. Dale went on to suggest that the magistrates should have power to fine any parents who could not state a reasonable cause for their neglect to send their children to school or produce a satisfactory certificate of the child's ability to read, write, and do simple sums, it will be seen that his proposals did not materially differ from the recommendation of a certain measure of compulsion. He further advocated indirect compulsion by the imposition of restrictions on the employment of children of tender age until they had attained a certain proficiency in the elementary subjects of instruction. "At the same time," he remarked, "it is expedient not to interfere too arbitrarily with the requirements of the labour market. Persistent industry is not a characteristic of the colonial population, and if no boy under 13 years of age is to be allowed to enter the field of honest labour unless he has reached a certain standard of school instruction, I fear that the result will be the encouragement of listless indolence at the sacrifice of self-reliant habits of industry." Finally (3), on the subject of School Boards, Dr. Dale agreed that the proposal to provide, in the case of the undenominational public schools, for the transformation of the local committees of management into corporate bodies, having perpetual succession, with power to acquire land, buildings, &c., for public school purposes, and thus to relieve individual managers from pecuniary liabilities in the event of the revenue of the school being inadequate to meet the necessary authorised expenditure, would be an equitable measure. But he was careful to point out the advantages of the system which it was thus proposed to alter. The plan of individual guarantees was, he argued, a check on extravagance or neglect on the part of the managers. If, in addition to paying half the salary of each teacher

and assisting in the provision of books, maps, and educational apparatus, the State were to make itself responsible for any deficit, would not the motive to economy on the part of the local managers be *pro tanto* relaxed? At present, he continued, "the grant is contingent on the efficiency of a school, but under the proposed system, if a grant were withdrawn, the annual deficiency of the school would be swelled and the State would still have to pay the moiety, irrespective of the deficiency of the instruction." Dr. Dale also pointed out that under the proposed school board system additional local expenditure would have to be incurred for secretary and treasurer, truant officer, local inspector, and other incidental charges. To meet this there ought to be a school rate levied in each division, and "if such a rate is to be authorised the election of the school boards by the ratepayers of the district would be the constitutional sequence." And if a public school board were constituted its members ought, in Dr. Dale's judgment, to be "the responsible managers of *all* the aided schools, whether for superior or for elementary instruction, within its district. *All* schools" (not only some of the schools, as the Commissioners had proposed), "whether frequented by children of European parentage or of the coloured or mixed native races, would then be dealt with on uniform principles, and would enjoy the same privileges. . . . If school boards, invested with the power of levying rates, are to be established by law, they should have full, not partial, jurisdiction in their respective districts. To put *some* elementary and *all* superior schools under the boards, with the concurrent privilege of participating in the school-rates, and to reserve other elementary schools to be dealt with under the old system, would be likely to lead, in the more populous districts, to no little friction and confusion, if not to open rivalry and opposition."

77. In the year 1880 an organising inspector was appointed, and a report was received from him on the schools in the divisions of Namaqualand, Clanwilliam, and Calvinia. In the same year the University established a higher examination for schools.

In 1881 an Art School was established in Cape Town; Deaf and Dumb Schools received aid for the first time; and Victoria College, Stellenbosch, was incorporated by Act of Parliament.

The following table shows the results of inspection for the years 1879-81 :—

Year.	Number of Schools.	Number of Scholars.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.
1879	407	27,668	14,721	6,232	3,209	2,369	1,137
1880	704	33,404	17,873	7,592	4,031	2,801	1,157
1881	647	31,276	15,333	7,634	4,006	3,046	1,257

78. In 1882 some minor changes were made in regulations under the Higher Education Act of 1874. It was decided that "where the Government is satisfied that a professor or lecturer appointed under that Act has completed five years' continuous and meritorious service, a special addition to the grant, not exceeding 100*l.*, may be made annually to such professor or lecturer, so long as he performs the duties of his professorship or lectureship to the satisfaction of the Government."

In the same year (1882) Parliament repealed so much of the school regulations contained in the schedule to the Education Act, 1865, as provided that the instruction during the ordinary school hours should be given through the medium of the English language only. And it was enacted that "where it is desirable to provide for the teaching of the Dutch language in the ordinary school course, the Government will require that the principal or one of the assistant teachers shall be competent to give, and shall give, instruction in that language. Where the instruction in the Dutch language is given by a special teacher, not being one of the regular staff, a grant will be made in aid of the salary of such teacher, not exceeding in amount the grant allowed for an assistant in the school with which such teacher is connected."

Other important changes were made in the school regulations, and the chief of these, so far as they remain in force, are embodied in a later portion of this report.

79. In the same year there was appointed an Inspector-General of Colleges and Schools (Mr. Donald Ross), whose "Preliminary Report on the State of Education in the Colony of the Cape of Good Hope" was published in 1883. This interesting document aims, in Mr. Ross's words, at presenting, "in the clearest and simplest terms, a real picture of the actual state and tendency of education" in the Colony, and its observations and suggestions were based on an extended tour of inspection and inquiry undertaken by the writer very shortly after his arrival in the Colony to take up the duties of his office. "During a hard-working official life," wrote Mr. Ross, "I have faced no task at all that presented such a complete variety of unexpected difficulties as the writing of the report. The country is of vast size; it has a more heterogeneous population than perhaps any equal area in the world; many conflicting elements surround the problem of popular education, and it is almost impossible to draw up a scheme to which some objection may not fairly be raised from the standpoint of some particular locality or interest." The report, however, seeks to collect and arrange the "facts which, in the new and inevitable departures, might perhaps serve as the basis of sound opinion and ultimately of useful legislation."

Mr. Ross proceeded to remark that the Education Department was understaffed, and that inquiry had convinced him that "a good part of the published statistics" was "unreliable or inflated." He had found the attendance in many schools to bear an unsatisfactory relation to the roll of pupils nominally on the books. "To ensure permanence in the schools and regularity

in the attendance is one of the hard problems before the country." He had come to the conclusion that "only one-sixth of the children of school age in the colony attended school with beneficial regularity, whilst five-sixths were still outside the Government system." But, of course, the great majority of the children thus in his opinion unaccounted for were natives. His conclusion was that the "Education Department had failed hitherto to embrace in its organisation the great majority of the white and coloured population alike"; but that "the people themselves had steadily, unobtrusively, and to a remarkable degree endeavoured to supply the deficiency." He had found "in almost every town, in almost every village, non-aided schools existing side by side with aided ones, appealing for support and encouragement virtually to the same classes, and holding their own in the keen local competition." "Over the whole country, in some form or other, whether good or bad, great or small, private or adventure schools exist unaided or nearly unaided by the State, successfully competing against institutions liberally subsidised, and proving by the very fact of their existence at all against such odds that the system has still a wide expanse before it if it is to gain the sympathy and support of the white population or spread its organisation round all classes." Mr. Ross had come to the conclusion that in public and private schools it was only possible to account for about 23,000 out of the 42,000 white children in the colony, and that it might "safely be stated" that only one-half of the 23,000 were in receipt of a fairly useful or liberal education. "Briefly put, not much more than about one-fourth of the white population are in receipt of such an education as develops character or enables them to compete in the battle of life with those trained in Europe."

On the other hand, he could point to some encouraging features in the situation. Very great progress had been made in recent years in providing school accommodation. In this respect the country was "ahead of what England was in 1870." And the existence of the good school buildings had been mainly due to the self-reliance of the people. Through the judicious system of the Education Department which contributed one-half the cost, the schools were, on the whole, furnished with suitable equipment, books, maps, and apparatus. But the sanitary arrangements were often defective.

Mr. Ross draws a distinction between (1) what he calls the "ideal side" of the educational system of Cape Colony as it appeared "in Blue Books, in evidence before the Commission and in kindred literature," and (2) what the system was "actually, as it was to be found in its working dress over the country."

"*Ideally*," wrote Mr. Ross, "in so far as its underlying principle is concerned the system is well and deeply founded. . . . The pound for pound principle largely guides the Government.

Moreover the system is unique in one respect. It is, as now administered, an autocracy, virtually, in the centre of responsible government, and therefore on its theoretic side it has a remarkable unity of conception. For hitherto it has not been

subjected to severe parliamentary criticism nor carried on under active Ministerial guidance. . . . The system, in many respects unique, has also been marvellously free from criticism; and it is perhaps my misfortune to be the first person for a quarter of a century who has seen it from end to end, and who is in a position to look at it as a critical outsider might be supposed to do. As a whole, the system, in idea, is singularly liberal as well as equable and uniform in its provision for elementary education. It is comprehensive and makes provision for all classes and all races. . . . Its chief merit is its symmetry, for it was expressly mapped out to avoid the evils of what has been called the chaotic system of England. . . . It is a complete educational ladder, with the kraal schools at the bottom and the university at the top. . . . The system was mapped out to provide a gradation. . . . From the unit of the system—the third-class school—the pupil was to go by regular gradation and systematically up to the second and first-class grades. . . . The boy who lives on a farm was to get a certain amount of elementary education at a third-class school, and his father would then probably send him to a second-class school, which would fit him for the superior course of the first-class school; and the university programme was to be almost wholly the guide of the teacher of the first-class school, whose appointment depended in the first place upon his fitness to prepare for matriculation.”

But Mr. Ross recorded it as being the result of his observations that “the ideal system had not to any appreciable extent taken root in the country.” He found that the system had concentrated energy upon the top, and neglected the basis of education, and reported that the level of instruction was “very low indeed.” The girls’ schools, as a whole, he thought superior to those for boys. But he would not have it inferred that there were no good schools in the Colony. On the contrary, “several excellent schools had risen under or along with the system.” But “the good schools were as a drop in the ocean compared to the large mass of inferior work in the lower strata of schools and the large multitude still outside the system,” the deficiency being among the scattered farming population, and among the poorer white population in towns and country. Both classes, he thought, had a strong claim upon the Government. The farmers were showing an increased interest in education, but the problem how to meet the educational deficiencies in the farming population was full of peculiar difficulties, such as “the enormous extent of the pastoral districts, the great size of the upland farms, the thinly-scattered population, the defective ideal of elementary education presented for generations to the rural districts, and the mixture of intense conservatism and pronounced republicanism which the farming population have inherited.” Mr. Ross maintained that the farmers were “the backbone of the country, the owners of its soil: that with them lay its development and fertility, and that the wealth and prosperity of the country would therefore depend upon the general intelligence of the farming community.” He therefore advocated for the

farmers as thorough a course of training as could be had in the towns, and he condemned as being in the highest degree objectionable "a system which treats the farmers to third class schools which do not and cannot generally impart sound instruction. Third class schools with their inferior teachers and low standard virtually shut out the most important section of the community from the blessing of real culture." But under any scheme scattered homesteads would be at a disadvantage. Mr. Ross urged that "the schools should be brought to the children rather than that the children should be brought to the schools. In other words, home, though ever so homely, is preferable to a distant boarding school. The family and the school can never be too intimately associated: school life, if healthy, only continues the healthy influences of family discipline, and the best factor in the social life of any country is the influence of the family organisation. However good and however necessary boarding departments may be, it should never be forgotten that they interfere with the highest of all responsibilities and the noblest of all duties." Mr. Ross therefore recommended a system of itinerant teaching, and, as an alternative in some districts, improved district Boarding Schools, payment being permitted in kind in districts in which farmers might find it hard to pay in actual coin. And, instead of taking third-class schools as the unit of the system, he would aim at abolishing third-class schools under incompetent or uncertificated teachers altogether, and at converting all of them into good primary schools. But he would prefer "no sudden change, no rash innovation, no violent disturbance of existing machinery, no interference with any good work or with any institution that could make good its claim to recognition and permanence. . . . A thoroughly comprehensive system, elastic in its working, would utilise all the existing machinery and strive to prevent dissipation of teaching energy. Such a system, with organic unity, plan, and purpose, would gradually strengthen all the schools, public or private, that deserved strengthening, and would gradually replace all the inferior multitude of small schools dotted over the country." He would curtail the excessive range of subjects, insist on better and more suitable teaching ("Is it," he asked, "really the case that the Dutch-speaking farmers desire a miserable smattering of Latin and Greek declensions and of impossible science for their boys, so long as they are unable to write an effective letter in Dutch or English, or to work accounts as a business man requires? . . . The true function of the primary school is to develop character, to quicken intellectual and moral life, and thus to prepare for our work in the world and the destiny which surrounds and follows it"); and introduce into all schools for white children (1) physical training, and specially military drill, for the boys; (2) sewing, industrial work, and domestic economy for the girls; and (3) some branch of science for all. He would also develop a large growth of infant schools with teaching on modified Froebelian lines. The pupil-teacher system he would remodel,

laying down a definite course of study for each year's apprenticeship, placing the pupil teachers in close relationship with the adult teachers, and securing for them more practical instruction in the art of teaching and more systematic training generally.

Mr. Ross urged that strong efforts should be made to raise the average standard of teaching power in the schools; "the proper training of ordinary teachers is at present the most urgent need in the country." He would place before the training colleges a simple and practical course of study, ending in a simple but thorough examination.

Into Mr. Ross's observations upon native education and upon the working of the Higher Education Act the limits of the present report make it impossible to enter.

Mr. Ross recommended that the Education Department should be subjected to increased Ministerial and Parliamentary control, and that some means should be found, apart from the voluntary contributions of the guarantors, to meet the difference between the State grant and the local income derived chiefly from fees. He looked in the direction of some kind of local educational authority with rating powers. His suggestion was that the Bill for the formation of such local authorities should be simple in its provisions and permissive in character, "giving rating powers with the sanction of the Government to local committees in each field-cornetcy or similar area, which would conduct the management of the schools as cheaply as is now done by the voluntary committees." He would give the people of each locality the option of taking up the new system or of improving the existing one. And he thought that thus the country would ultimately "mould itself largely into a system of really effective school boards."

But he urged that the new scheme should not aim at suppressing denominational agencies in education. The colony, he wrote, "is not yet ripe for a large public school system, mainly because denominationalism is a powerful factor in every part of the land. . . . In the sphere of education, denominationalism is a factor which no one would wisely ignore. The education of the country would have been very poor indeed were it not for the action of the churches." But he had been struck by the fact that in all this denominational effort there was little bitterness or animosity. "The operation of a conscience clause would," he believed be "generally accepted." In distributing the grant he would "fully recognise denominationalism," eradicate feeble and inefficient schools, and pay the grant in some definite relation to the number of scholars in average attendance and to the standard of attainment to which the school carried them. A law of compulsory attendance would, he thought, even if passed, prove largely inoperative; and "the problem of enforcement would be enormously complicated by colour and its prejudices."

In summary, Mr. Ross wrote that "the anomalies and defects which he had pointed out nearly all lay within the sphere of administration, and were to be removed rather by the progressive

action of the department itself than by any striking effort of legislation. To simplify the whole system; to bring its actuality into closer relationship with its ideal; to prepare a lower and more real and modern curriculum for all the schools; to reduce the general system of examination to the corresponding level in other countries; to improve the pupil teacher system, and to prepare a larger and better class of teachers; to apply easier standards and give more encouragement to subjects like music, drill, sewing, domestic economy, and science; to form the system into an organic whole, with a vital connection between all its parts; to produce thoroughness in the results—these will depend upon the efforts of those charged with carrying out the wishes of Parliament, rather than upon any special law.”

80. The above report was dated January 22, 1883. In the following April Dr. Langham Dale, Superintendent-General of Education, submitted to the Government a special supplementary report, entitled “Educational Statistics compiled from the documents laid before Parliament from the introduction of the system of Grants-in-Aid to June, 1882.”

“Public attention,” states this report, “has been latterly directed to the working of the system of elementary education, and I do not profess to be indifferent to the criticisms appearing in the Press, and founded chiefly on a report circulated by the Inspector-General of Colleges and Schools. The form which some of these reflections on the state of education have taken is practically an indictment against myself as the responsible administrator, the deputy-inspectors who examined the schools, the managers and teachers who furnish the school returns, as well as against the system itself; and in justice to the department, to the teachers, and the school managers, I feel that the Government ought to be put in possession of all available information respecting the growth of education under the present system, and of any remarks which I have to offer on those points which are used for measuring the results of my administration.”

The limits of the present essay will not permit exhaustive quotations from those passages in Dr. Langham Dale’s report in which he meets the strictures of his critics. It must suffice to say that he submitted striking evidence of the remarkable progress which had been made in educational matters since the year 1859, when he entered upon the duties of Superintendent-General of Education. The number of schools had risen from 225 to 960, or 326·6 per cent. The annual enrolment from 18,757 to 75,314, or 301·5 per cent.; the daily attendance from 10,048 to 37,316, or 271·3 per cent.; the Government expenditure had increased 481·9 per cent., from 15,262*l.* to 88,822*l.* (the latter sum including grants to universities and colleges); and the local expenditure 1334·7 per cent., from 8,358*l.* to 119,918*l.* He contrasted the evidence of the normal standard of elementary education in 1861 with the standard reached in 1882, drew attention to the great improvements which had taken place in

school buildings, and, while fully admitting the irregular attendance of children in the Denominational Mission Schools, particularly in Cape Town, pointed out that if the Undenominational Public Schools and Boarding Schools were taken apart from the Mission and Aborigines Schools, the percentage of average attendance in Cape Colony for 1881-2, viz., 81.41 per cent., compared more than favourably with the percentage of average attendance, as given in the Report of the Committee of Council, for public elementary schools in England and Wales for 1881-2, viz., 70.78. The enforcement of regular attendance, Dr. Langham Dale pointed out, was a difficulty not peculiar to South Africa. Again, in a table comparing the daily attendance in schools at the Cape and in the Australasian colonies, Dr. Dale gave the following figures:—

	Annual Enrolment.	Daily Attendance.	Percentage.
New South Wales	149,112	70,505	47.28
South Australia	40,578	19,658	48.44
New Zealand	117,418	60,625	51.63
Queensland	43,305	23,818	55.00
Victoria (including night schools)	229,723	119,520	52.02
Cape of Good Hope—			
(1) All schools	75,314	37,316	49.54
(2) Undenominational Public Schools	14,191	8,270	58.27

Referring to one of Mr. Ross's suggestions, Dr. Dale pointed out that grants of £50 per annum to six itinerant teachers among the scattered farmsteads had been discontinued, because "few qualified persons could be induced to undertake the duties of this vagabond life," . . . and "no cheek could be kept over the movements of the itinerant in the remote part of Namaqualand, Clanwilliam, and Calvinia." Such a man "naturally spent his time not where he was most wanted, but where his quarters were most comfortable."

In answer to suggestions that the Education Department should introduce something more like the "payment of results" and "standards" system as then prevailing in England, Dr. Langham Dale deprecated any proposal to measure the educational efficiency of a school by the percentage of scholars who

might satisfy the inspector in their respective standards on a given day, and added that "a reaction against this mechanical system might be expected in England," a prophecy which has since been fulfilled.

81. A perusal of Mr. Ross's report, and of Dr. Langham Dale's "Educational Statistics," suggests that the latter were provoked not so much by any strictures implied in the former document as by some ill-informed (and apparently less measured) criticisms which had appeared in the public Press. Mr. Ross and Dr. Langham Dale do not appear to be in any substantial disagreement as to the progress which had been made in former years. But perhaps the long experience of the veteran administrator induced more cautious hopes for the future, while doubtless, though not unnaturally nettled by criticism directed against his department, he would welcome the stimulus to progress which outspoken comments and increased public interest in educational matters would certainly afford.

82. In Dr. Langham Dale's "Educational Statistics" there are many tables and paragraphs which materially contribute to our knowledge of the history and growth of the system of education in Cape Colony. For example, the following table shows the statistics of Aided Schools for the years 1875, 1879-80, and 1881-2.

Year.	Number of Schools.	Annual Enrolment.	Daily Attendance.	Government Expenditure	Local Expenditure.
1875	{ 624 Basutoland 17	52,701 1,466	} 27,125 {	£37,344 1,409	£43,598 373
1879-80	913	73,029	36,718	£79,648*	£83,908
1881-2	960	75,314	37,316	£88,822*	£119,918

*Including Grants to University and Colleges.

The inspectors in the year 1882 reported, as they had done in 1880, distinct improvement in the condition of school buildings and furniture.

The following table shows the statistics of daily attendance:—

Date.	Average Number of Scholars on the Books.	Average Daily Attendance.	Percentage.
1881-2	53,096	37,316	70.29

Or, taking Undenominational Public Schools and Boarding Schools alone,

1881-2	10,158	8,270	81.41
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Under the heading "Statistics of Race and Age," Dr. Langham Dale submitted the following statement, compiled from returns furnished by the teachers. He added, however, that the returns were in many cases incomplete, and either did not give the particulars at all or not in such a shape as to be available for use.

Schools.		Number of Children Returned as European or White.	Number of Children Returned as African or Coloured.	Number of Children Under Seven Years of Age.
Order A. Undenominational Schools	Public	10,994	573	956
Order D. Boarding Schools	- - -	606	—	15
Order B. Mission Schools	- - -	8,385	28,552	9,610
Order C. Aborigines' Schools	- - -	423	14,062	1,803
Totals	- - -	20,408	43,187	12,384

Dr. Dale appended the following "Estimate of the number of children of European origin under instruction June, 1882."

Number of white or European children
reported to be in actual attendance in
schools aided by Government - - - 20,408

Estimate of number in schools which
furnished no return - - - - 350

Number of students in colleges - - - 297

Estimate of number of scholars attending
private schools in all the towns and
villages of the colony - - - - 10,000

Estimate of number of children getting
instruction on the farms from private
tutors or governesses - - - - 1,500

32,555

The European or white population
in 1875 was - - - - 236,628

Allowing for increase, the population in 1882 might be estimated at - - - 300,000

One-sixth = estimated number of children of school age - - 50,000

Actual number estimated to be under instruction - - - 32,555, or 65 per cent.

Under the heading "Growth of Private Schools," Dr. Langham Dale reported as follows:—"The duties of the Superintendent-General of Education have never been narrowed to the supervision of Government schools. Private teachers have freely used the services of myself and officers for advice and help in procuring assistants, in arranging their courses of study, and selecting text-books and suitable school furniture and appliances. Clergy, farmers, and others continually resort to this office for tutors and governesses, and in this way I consider that the department has indirectly done much to the advancement of education among the agricultural and pastoral population.

"The success of the superior schools, especially for girls, in Cape Town, Port Elizabeth, and Grahamstown has been watched by me with the greatest interest, and the promoters of those schools would certainly not refer to this office for information and advice if they formed so mean an estimate of the Education Department as to suppose that it discouraged private schools; and I rejoice to say that the University is building up its work on the same liberal basis, and offers its distinctions to all candidates, whether from public or private schools.

"This I am aware is not a characteristic of the educational institutions of other countries, but I regard it as one of the most promising features of the colonial system."

Alluding to "contemplated changes," Dr. Langham Dale proceeds to remark that "the general development of the colony, the adoption of municipal institutions, the awakening influences of the railway and the telegraph, and all the other incidents of a growing civilisation must necessitate corresponding changes in the educational system. . . . The appointment of an Inspector-General of Colleges and Schools to undertake the professional work of the department was sanctioned by Parliament in 1881. The increased rates of salaries to teachers in Undenominational Public Schools, and the more direct recognition of science in the course of instruction were approved by Parliament last Session (1882). But," he continues, "I scarcely deem this a fitting time to urge any measures which must involve a large additional expenditure, such as the (a) increased grants in aid of salaries of elementary teachers in the Denominational mission and native schools, so as to attract and retain the agency of better teachers; and (b) the formation of school boards throughout the colony, with or without rating powers. The comparatively low standard of work and the

irregular attendance in the Denominational Schools demand early attention."

Finally, Dr. Langham Dale claims, on behalf of the teachers generally, and of the officers of the department, that "nothing has been wanting on their part to advance the interests of education to the best of their ability and their opportunities, amid many discouragements from local indifference, commercial depression, war, drought, and epidemics of a serious type."

83. In 1883 the Colonial Secretary introduced an Education Bill which passed its second reading shortly before the close of the Session, but was not proceeded with.

In 1884, of the children attending school in the colony 34 per cent. were white, and 20 per cent. under seven years of age. The expenditure on education was 98,750*l*. There were five regular inspectors of schools appointed. Gill College, Somerset East, was incorporated by Act of Parliament. And some important regulations were introduced, establishing Private Farm Schools, in order "to encourage the instruction of the children of farmers and others who reside so far from a public school that they cannot avail themselves of the instruction therein provided." The regulations for these Private Farm Schools, as modified by later changes, will be found in a later part of the present essay. The grants offered in respect of each child present on the day of inspection and shown to have been under regular instruction for the previous twelve months, and the capitation grants for children who, after examination, should pass in the standards of elementary instruction fixed by the Superintendent-General of Education, were "not to be paid unless the farm or homestead where the children reside should be situated not less than six miles from a Public School, and unless there are ascertained to be on such farm or homestead not less than five children under regular instruction." Thus it is evident that the discussions provoked by Mr. Ross's report had borne fruit. In the following year there were 67 Private Farm Schools under the above regulations, and this number had increased in 1886 to 135 with 1,082 pupils, and in 1887 to 179 with 1,299 pupils.

A fifth standard was added in 1884. There were 662 children in it in 1885, 1,052 in 1886, and 978 in 1888. In 1887 a sixth standard was added. In 1888 there were 198 children in the Preliminary Division of it, and 65 in the Final Division. These numbers stood in 1890 at 359 and 58 respectively.

In 1887 a Teachers' Pension and Fund Act was passed, by which the merit grants and good service allowances to professors, lecturers, and teachers were regulated. The present regulations regarding good service allowance and pension will be found in Part II. of this report.

In 1887 St. Andrew's College, Grahamstown, was incorporated by Act of Parliament.

In 1888, one new Inspector of Schools was appointed. The following table shows the educational progress made in the years 1886-1888 :—

—	1886.	1887.	1888.
Schools inspected - - -	845	903	953
Scholars on Books - - -	44,665	47,359	49,593
Present at Inspection - -	34,491	38,203	38,049
Below Standard - - -	15,994	17,404	16,954
Standard I - - - -	5,804	6,513	6,453
„ II. - - - -	5,461	6,067	6,425
„ III. - - - -	4,632	5,110	4,869
„ IV. - - - -	1,548	1,998	2,085
„ V. - - - -	1,052	1,111	978
„ VI. (Preliminary) -	—	—	198
„ VI. (Final) - -	—	—	65
Above Standard - - -	—	—	17

84. In 1889 the House of Assembly recommended certain inquiries concerning school regulations, and in reply to them there was published in the following year a special report of the Superintendent-General (Dr. Langham Dale), of which the main portion was as follows :—

INQUIRIES RECOMMENDED BY THE FOLLOWING RESOLUTION OF THE
HONOURABLE THE HOUSE OF ASSEMBLY, 26TH JULY, 1889.

. “It is desirable

“(1) That the consideration of the School Regulations be referred to Government, with the view of considering the advisability of so amending them, either by the introduction of a system of boarding bursaries, or otherwise, as to bring more within the reach of the farming population the advantage of State grants-in-aid of Higher as well as of Elementary Education in the Colony ;

“(2) And further to inquire in what way schools in the towns may be further aided by the State, so as to cheapen education and compel the attendance of all children at school.”

SPECIAL REPORT OF THE SUPERINTENDENT-GENERAL—

i. The consideration of these important subjects appears to involve a brief review of the principles on which the educational system of this country is being worked.

ii. If these principles are shown to be sound, and, so far as they have been applied, are successful in results, the extension of the system in the two directions indicated in the Resolution is a matter of detail, requiring only additional subsidies from the Treasury, and an enlargement of the sphere of administration,

iii. It would be a comparatively easy task to sketch on paper an ideal plan of State education ; but when the directors of an educational policy have to overtake the wants of a mixed community, with diversities of race, language, and social characteristics, they cannot try experimental plans and methods, based on theoretical views of education ; they must work more or less in accord with the convictions and sentiments, and it may even be with the prejudices, of the community. The principles that underlie the system of one country in respect to religious teaching, compulsory attendance, and similar matters may in practice be found unworkable in other countries.

iv. The advance of education in this country is a solid fact. But is the educational system being worked on right lines ? If so, what additions and modifications will help on its development ?

v. What do the heterogeneous elements of the population need to enable the colony to take an honourable place among civilised peoples ?

vi. Disregarding the minor racial differences, the community may be roughly divided into two groups—the colonists of European descent, steadily augmented by immigration from the United Kingdom, Holland, and Germany ; and the coloured population, embracing Kaffirs, Fingoes, and those of mixed race.

vii. The first duty of the Government has been assumed to be to recognise the position of the European colonists as holding the paramount influence, social and political ; and to see that the sons and daughters of the colonists, and of those who come hither to throw in their lot with them, should have at least such an education as their peers in Europe enjoy, with such local modifications as will fit them to maintain their unquestioned superiority and supremacy in this land. Tradition, religion, custom, all demand this as essential to the stability of the Government and the material progress of this colony and the neighbouring States.

viii. The British idea that School rates are to be levied for the compulsory and, as is now contemplated, the free instruction of the masses engaged in daily labour, whilst the employers of labour, the tradesmen, and professional men of all classes are left to make the best possible arrangements they can for the education of their families, is to be set aside as unsuitable in this country, if not dangerous. If any members of the community have a claim to State-aided education, then all have, and no plans can rightly bear the name of national which do not proceed on the principle of securing State-aided education for all. It is not pretended that all classes either need or have the means to avail themselves of the same range and character of education ; at the same time, no barrier should be interposed by the State to hinder the free participation in the benefits of the highest type of education that can be included in the State system.

ix. There are no artificial lines of caste in European Society, and none can be originated here. It is idle to object because the tradesman or the farmer avails himself of the agencies of the University and the Colleges to have one son educated for law, another for medicine, or for the ministry of religion, and that thus the ranks of these professions are overcrowded. The adjustment of these irregularities is a matter of supply and demand ; the desire to rise in the social scale is natural, and the lower grades of employment in handicrafts and menial offices must be constantly recruited from below. And this is just the channel for employment which should be kept open for the coloured races. For social order, as well as for their own elevation from savagism, these races should get elementary instruction and be trained to the manual industries of civilised life. Society, indeed, puts a marked line of demarcation between the two great groups : Europeans and African aborigines. No legislation, no opinions about identity of origin, no religious sentiment about the effacement of the distinctions of white and black, can delete the line. It is drawn in bold, ineffaceable lines, and the demarcation will last, because it is in accord with the natural instincts of the two groups of people.

x. It is plain that the only way to enable the groups to do their parts respectively in the social world is to provide instruction adapted to the

needs of each ; for the native races ordinary school instruction, and training in the workshop and in domestic industries. You may thus send forth into the labour market from year to year a fair supply of ordinary artisans and domestic servants, whilst the mass of the coloured races must fulfil the humbler tasks of agricultural labourers and shepherds ; and climatic considerations point to the necessity of securing coloured labour for outdoor occupations under a semi-tropical sun. If the European race is to hold its supremacy, the school instruction of its children must not only be the best and most advanced, but must be followed by a systematic training of the young colonists in directive intelligence to be brought to bear on all the industrial arts. As the future employers of labour, they need themselves to have practical experience in the productive interests as well as in the mechanical arts, which if supplemented by a good commercial education will enable them to take their places as superintendents, foremen, and ultimately as masters in trade, agriculture, manufactures, and the constructive branches of the arts.

xi. The majority of the natives may be, at the best, qualified to do the rough work of artisans ; but even this work must be under the direction of the guiding eye and hand of the skilled European, and it is the paramount duty to see that the colonist is as well fitted for the exercise of this directive intelligence as the stranger who comes hither with the cultivation and energy acquired and developed in the populous beehives of European industry.

xii. The State-aided system of Colleges and Public Schools puts school instruction within the reach of those who live in towns and villages ; and the private farm schools and circuit teachers, the most recent addition to the system, are rapidly conveying elementary instruction to the rural population. The spread of these subsidiary agencies has led to the question now asked by the Honourable the House of Assembly : How can those who have had their early instruction on the farm avail themselves more of the benefits of the Advanced and Higher Elementary Education ?

xiii. It must first of all be decided what is the nature of the Higher or Advanced Elementary Education that is most suited to them, and most useful as regards their life work.

xiv. The choice of completing their school career in a commercial school, or an agricultural or viticultural school, or in the laboratory of practical science, should be offered to sons of farmers who have qualified themselves by a fair standard of elementary attainments for admission to one or other of these schools or to the laboratory.

xv. How is this to be carried out ? When the Inspector, after examination of the farm school, finds a boy of suitable age and qualification, and reports that the parents desire to enter him for the supplementary course, it should be within the power of the Education Department to make the necessary arrangements with the Managers of the school to which he is to be assigned.

xvi. The following conditions are suggested :—The applicant for admission to an agricultural, viticultural, or commercial school must be at least fifteen years of age ; must have satisfied the Education Department of his standard of attainments ; must, with the consent of his parents or guardians, engage to pursue his special studies for at least one year at such school or institution as may be approved by the Superintendent-General of Education.

xvii. If the parents are in such circumstances as to need aid, the Education Department should be empowered to give a bursary not exceeding £25 per annum in aid of the boy's tuition and maintenance ; in the case of absolutely indigent parents the bursary might be increased to £50 per annum. The bursary might be continued for a second year if the authorities of the school specially recommend the bursar for the privilege, either of continuing his studies in the school, or of joining laboratory classes in practical science.

xviii. What will be the cost? It may be estimated that during the first year until the matter is thoroughly understood few would avail themselves of the privilege.

Estimate of the Cost of Boarding Bursaries.

1st year	- - - -	10 at £25	-	£250
		10 at £50	-	£500
				£750
2nd year. New entrants	-	15 at £25	-	£375
		15 at £50	-	£750
2nd year students	- -	5 at £25	-	£125
		5 at £50	-	£250
				£1,500
3rd year. New entrants	-	20 at £25	-	£500
		20 at £50	-	£1,000
3rd year students	- -	10 at £25	-	£250
		10 at £50	-	£500
				£2,250

After that date the expenditure for these bursaries might be restricted to an amount not exceeding £3,000 per annum.

Mission Schools.

xix. Elementary instruction through the agency of Mission Schools in towns and villages is usually obtained at so low a fee, and the free admission of the poorest children is so generally practised, that, short of absolutely free education for all, no change can be practically made. But the character of the instruction is not satisfactory: the staff of teachers is inadequate; the salaries are not high enough to secure the services of well-qualified teachers, and the local resources of the religious bodies who are recognised as the managers are insufficient with the present rates of Government aid to remedy this fundamental evil.

xx. The following tabulated lists of rates of school fees in the Mission Schools of three principal centres of population appear to confirm the statement that the means of obtaining elementary instruction are fairly within the reach of all who wish to avail themselves of these schools for the education of their children.

xxi. Rates of fees in Mission Schools in Cape Town, Port Elizabeth, and Graham's Town.

Town.	Weekly Fee.		
	Lowest.	Highest.	Average.
Cape Town - - - -	$\frac{1}{2}d.$	1s. 3d.	$3\frac{1}{2}d.$
Port Elizabeth - - - -	$\frac{3}{4}d.$	1s. 3d.	$5\frac{1}{2}d.$
Graham's Town - - - -	$\frac{3}{4}d.$	6d.	3d.

xxii. Average of the highest and lowest weekly fees in the Mission Schools of Cape Town, Port Elizabeth, and Graham's Town.

Town.	Average Lowest Weekly Fee.	Average Highest Weekly Fee.
Cape Town - - - -	$1\frac{1}{2}d.$	$5\frac{1}{2}d.$
Port Elizabeth - - - -	$3\frac{3}{4}d.$	$7\frac{3}{4}d.$
Graham's Town - - - -	$2\frac{1}{4}d.$	$3\frac{3}{4}d.$

xxiii. The questions are (1) how to improve the instruction in the Mission Schools for those who avail themselves of these schools; and (2) how to secure the regular attendance at school of those who do not voluntarily frequent the schools, or whose attendance is so fitful as to defeat the objects of the State in assisting to provide this cheap agency for the education of the poorer classes in towns and villages.

xxiv. As the children who attend many of the so-called Mission Schools are now largely drawn from the families of the poorer classes of the white population, especially in the principal towns, the name of "Mission" is not appropriate as applied to that section of Mission Schools, because the parents are not adherents of a missionary congregation; and it would be convenient to consider these schools as supplementary to the graded system of Undenominational Public Schools, and simply regard them as Fourth Class Schools.

xxv. The rates of aid should be adjusted not, as at present, by fixed grants, which may not exceed £75 per annum for any one institution, however largely attended and efficiently conducted, but on a scale to meet the requirements of the standards and attendance.

xxvi. Schools with at least thirty scholars in actual daily attendance should receive a grant not exceeding £40 per annum for the teacher.

xxvii. Schools with an actual daily attendance ranging up to sixty, should receive an additional £30 per annum for an assistant and sewing mistress, and £20 more for every twenty scholars above that number up to 100, for additional assistants.

xxviii. Schools with an actual daily attendance of 100 scholars and upwards should receive grants

Not exceeding £50 p. a. for the principal teacher.			
"	"	£40	" infant school teacher.
"	"	£30	" assistant and sewing mistress.
and	"	£20	" for each additional assistant required,

on the basis of one assistant for twenty scholars above the 100 in actual daily attendance.

xxix. The managers of these Fourth Class Public Schools should be either the Managers of the existing Undenominational Public Schools of the town or village, or the members of the educational or religious association that may have founded such schools, with such additional representative Managers as are willing to share in the engagements with the Education Department for the efficient maintenance and control of the schools.

xxx. The Managers should be appointed subject to the approval of the Governor, and should undertake to provide the necessary accommodation for the school and such local income as may be agreed upon between the Managers and the Education Department to supplement the Government grant for salaries of teachers and assistants.

xxxi. The Government Grant should be strictly applied to the payment of the salaries of the teachers for their duties as teachers, and to no other purpose whatever, and the union of the office of teacher with ecclesiastical or missionary duties should be discouraged.

xxxii. The regulations for the school hours and instruction in religion should be the same as in the other Public Schools. Rates of school fees and other arrangements should be subject to the Government approval.

xxxiii. The course of instruction should include, at least, reading, writing, arithmetic, with the outlines of geography and lessons on objects, and plain needlework for girls.

xxxiv. The ordinary Mission Schools in connection with missionary congregations of coloured people would remain as they are, as regards both the management and the rate of Government aid.

xxxv. The crucial question how to secure the attendance of the children still remains to be solved.

xxxvi. The waifs and strays who go to no school at all, and frequent the streets, are becoming a nuisance to the community, and are the class that will from time to time swell the criminal rolls.

xxxvii. The truants who go to school at fitful intervals are almost as bad for the school influences are scarcely brought to bear upon them.

xxxviii. The low rate of fee exacted in the case of those who can pay, and the free admission of those who cannot pay, remove all hindrance, if the parents are really desirous of securing school instruction for their children.

xxxix. To check truancy, the co-operation of Municipal Councils and Village Management Boards must be secured. Whilst the managers provide accommodation and teachers, and the Government aids by grants of money and apparatus, and tests the efficiency of the work, the Municipal Administrators are certainly those to whom the duty of keeping the children of school-going age out of the streets during the recognised school hours can be most conveniently and legitimately assigned.

[There follows a schedule showing the changes and additions to the school regulations, which would require the assent of Parliament by a resolution of each House.]

85. In the year 1890 the Government expenditure on education amounted to £129,351. In the same year Railway Station Schools were started, these schools being really third class (Lower Grade) Public Schools, the grant from the Education Department not to exceed £30 per annum in aid of the teacher's salary. In 1891 the Government expenditure on education rose to £152,845, of which sum £26,260 was for school buildings.

86. In 1891 the Government appointed an Education Commission consisting of Sir J. D. Barry (president), the Very Rev. Dean Holmes, the Revs. A. Moorrees and M. P. A. Coetzee, Mr. T. P. Theron, and Dr. W. B. Berry. The following questions were referred to this Commission for inquiry and report:—

- (1) How the irregularity of attendance of children, especially in town schools, can be prevented or alleviated?
- (2) What additional facilities can be provided to meet the wants of children of persons employed on lines of railway?
- (3) What steps should be taken to give Boards of Management perpetual succession, and to provide for the tenure of public school property?
- (4) What further facilities can be afforded for giving instruction in both the English and Dutch languages, and how far that object can be attained through the medium of the elementary and other examinations?
- (5) What contributions should be expected from local bodies, such as Divisional Councils and Municipalities, in support of schools and for the erection of buildings?
- (6) What additional facilities can be provided to meet the wants of the children of the agricultural population?
- (7) How to secure further use being made of the opportunities afforded for education?

At later dates the scope of the commission's work was three times extended; first, to inquire into the desirability of establishing night schools; secondly, to consider the question of technical education in connection with undenominational Public Schools; thirdly, to inquire into the desirability of establishing a special technological school at Kimberley.

The Commissioners were informed that the Government did not "contemplate an inquiry by the Commission into a general plan of compulsory education for the colony, but only into the question of tenancy and irregular attendance in the larger centres of population." It was also added that "the Government does not wish to encourage among the aborigines any expectation of large additional subsidies for their institution and schools," and that, therefore, the Commissioners' investigations into "the present plan for industrial training among aborigines" need not involve a lengthy inquiry into the general system of education among the natives.

The Report of the Commissioners was published in 1892. The chief conclusions at which they had arrived may be summarised, under the various heads of inquiry, as follows:—

(1.) *Irregularity of Attendance.*

The Commissioners arrived at the conclusion that the European (or white) children of school age (5–14) in the Colony were to be accounted for as follows, so far as enrolment was concerned.

Enrolled in aided or private schools or taught					
at home by governesses	-	-	-	-	41,037
Unenrolled	-	-	-	-	58,243
Total					99,280

The Commissioners, in fact, arrived at a different conclusion from that reached by Sir Langham Dale, the Superintendent-General of Education, in regard to the number of European or white population of school age in the Colony, and also as to the proportion of that population which ought to be found at school. The Commissioners' conclusion was much more unfavourable than Sir Langham Dale's as to the sufficiency of the number of those children receiving instruction. They came to the conclusion that a little more than one-third of the European children of school age in the Colony were in reputed attendance at school.

Seven large centres of population (Cape Town, Woodstock, Kimberley, Port Elizabeth, Graham's Town, King William's Town, and East London) were then taken separately. They were found to contain 131,275 people of all races, with a school population of 35,000. Of the latter number, 17,000 were enrolled as scholars and 18,000 were not on the rolls of any school. Taking the European children only, 10,000 were enrolled, 8,000 were non-enrolled. Thus, so far as the enrolment

of European children went, the position of the large centres of population was better than that of the Colony as a whole. But the large towns showed greater irregularity of attendance. The causes of irregularity generally throughout the Colony were stated to be (1) the ignorance of parents of the value of school training and their indifference to it; (2) poverty of parents and their need to get their children employed as soon as possible; (3) scarcity of domestic servants and of farm labourers and shepherds; (4) want of buildings; (5) want of teachers, books, and educational appliances; (6) lack of knowledge of facilities offered by the Education Department; (7) truancy on the part of the children.

The Commissioners decided that the Colonial law was wanting and that a law compelling the attendance of school-age children ought to be passed without delay. They suggested that "a law enforcing school attendance" should be made immediately applicable within the areas of Cape Town and Woodstock, Kimberley, Port Elizabeth, Graham's Town, King William's Town, and East London. Furthermore, school work should be made less monotonous by changes in the curriculum, which would introduce blackboard drawing, wood-carving, cardboard modelling, and forms of elementary technical instruction. School buildings should be made more attractive, and "a higher order of teachers was needed."

(2) *Boards of Management.*

The Commissioners summarised the disabilities and consequent weakness of the existing Boards of Management as follows. (1) Their existence depends on pure voluntarism. (2) The boards with the guarantors have to undertake a risk which ought to be imposed on the whole community. (3) The want of permanence and continuity in the boards "makes the character of the management fitful and superficial, checks any desire for expansion in the work of the school, and tends in the direction of high fees to protect the managers from loss." (4) The boards are not empowered by law to acquire and hold property. (5) Some body of guarantors may succeed in obtaining permanent control of the public school, "whereby the management may fall into the hands of a close corporation, the rights of the public be ignored, and possibly the undenominational character of the aided school jeopardised." (6) The electors are not specified by law. The witnesses were divided in their opinion as to the advisability of introducing School Boards with rating powers. The Commissioners recommended the partial introduction of School Boards, their establishment being limited to areas where school attendance should be made compulsory. They suggested that, to bring any district under the operation of a School Board, it should be necessary for the Divisional Council for that district by resolution to request the Governor to issue a proclamation in that behalf. And the right of initiating inquiry into the need for setting up a School Board in a district should (the

Commissioners held) be given by law to the Education Department. The Commissioners recommended that each School Board should be a body corporate, with perpetual succession and power to acquire and hold land and raise money on such land for public school purposes; that the term of office should be three years, the number of members from five to fifteen, and that the Divisional Council (where the fiscal division was a School Board district) or the Municipal Council (where the municipality was a School Board district) should have the right to nominate one member for every five of which the School Board should consist, but that such nominees need not be members of the nominating Council. The duties of the School Boards would be to report educational wants, to provide school places (not overlooking existing agencies for school provision), and to manage the schools efficiently. In the event of a School Board failing to meet the educational needs of part of a district, local residents should have an appeal to the Education Department, and the Department, after due inquiry, and in the event of the continued recalcitrancy of the School Board, should have power to enter into relations with a body of guarantors in behalf of the needed school, and to issue a grant in aid of its expenses. The Commissioners held that children of European parentage should have their educational needs provided for by means of Public Schools, under the control of School Boards where such Boards are in existence, and subject to the approval of the Education Department. It might be necessary to establish ragged schools for some parts of the white population. For the meeting of the educational needs of other parts of the population, School Boards might be authorised to accept Mission Schools approved by the Department as efficient, but only on strict conditions, one being that no contribution for local rates should be payable to any Mission School for buildings, maintenance, deficiencies, or other purposes, and another that no portion of the Government grant or of the fees receivable should be appropriated otherwise than to the support of the teachers and to the defraying the cost of carrying on the school work.

(3) *Local Contributions.*

"Three generations have passed," wrote the Commissioners, "since Van der Mist issued the historic 'School Order' which bears his name. It was an important feature of the 'School Order' that school revenues were to be obtained from three sources—viz., school fees, general taxation and local taxation. School fees and general taxation have hitherto played their parts in the maintenance of schools, but local taxation has not been attempted. If any revenue has been raised locally, in addition to what has been raised by school fees, it has been by voluntary contributions. In the absence of voluntary contributions, high fees have in some instances been charged in order to make ends meet in the school revenue. When neither high fees nor voluntary contributions have been possible, schools have been starved

or have not been set on foot. The result is that, at the end of the century, the beginning of which witnessed the 'School Order' of the far-seeing Batavian, not much more than a third of the 'Burgher children' have their school needs supplied even to a moderate extent."

The Commissioners held that, in consequence of the working of the system of the Boards of Management, there was a danger of the fact being overlooked that "education is a matter of general public concern, and one which the public ought to insist upon controlling." "Practically," wrote the Commissioners, "there has to be done in this Colony what has been done in other countries, the Legislature has to undertake the task of throwing back upon the local inhabitants duties which they sometimes shirk. This can be done only by establishing and the maintaining public schools upon public responsibility, and for this end the public must choose those who are locally to be entrusted with the work." . . . "One great source of loss is the poverty which seems inseparable from our civilisation. Poverty, under such circumstances, means, amongst other things, want of education, ignorance. It may be the duty of the whole body politic to assist in the mitigation of that ignorance, but the local community cannot be released from the obligation of appropriating some of the local wealth further to assist in this direction. The one way in which this can be done is by a contribution from the local rate. . . . The proceeds of a rate may be as beneficial, if applied to educational purposes, as if applied to proper measures of sanitation, of lighting, of water supply, or of police. Indeed, it does not appear too much to say that primary schools (such as need assistance from the rates) are in some cases matters of police."

The Commissioners recommended that in all schools under a School Board the expense of keeping the school going should be defrayed equally out of local sources and out of moneys to be provided by Parliament. "Salaries of teachers, rent of approved buildings, including schoolmaster's house, cost of apparatus and equipment generally, ought all to be shared on the same principle. Thus, if after strict audit, it is found that the moneys receivable by way of fees, or from the local sources, exclusive of rates, leave a deficit in any year's working of the school, the amount of such deficit ought to be borne equally by the Department and by the local rates. But we are not prepared to recommend that, in respect of any school not under the direct control of a School Board, the local rates should be liable for any contribution whatever."

But the "pound for pound principle" would not be rightly applied in all cases. Poorer communities, ragged schools in populous centres, clusters of poorer people in rural districts would have a fair claim on the State for more than a moiety of the expense of the upkeep of a school. And possible extravagance on the part of a School Board would need to be checked by giving the Education Department power, on due complaint

received, to inquire into the reasons for the proposed expenditure and to authorise the outlay or not, as it might think fit. The cost of approved school buildings to be erected or purchased by any School Board should be shared equally by the central authority and the School Board, the latter being empowered to take up loans from the Government, and all loans should be repaid within a term of from ten to twenty years according to the amount borrowed.

(4.) *The English and Dutch Languages in Schools.*

The Commissioners begin their findings on this subject with the following observations :—

“To those who have been acquainted with the practical working of our public educational system, it could scarcely have come as a surprise that the remarkable political and social movement which the colony has lately witnessed should have been characterised, amongst other things, by a demand for the fullest possible recognition of Dutch as one medium of instruction in the aided primary schools. It is in the highest degree improbable that Sir Langham Dale was the first man who made the discovery, or was the one man of his time who knew, that the Herschel system of superior schools had for its ‘political object to get the burghers to learn English.’ If such a political object was ever seriously contemplated, it could only have been by those who knew little of human nature in general and less of Dutch human nature in particular. For we may be certain that at the time when these superior schools were set on foot, any bruited in the burghers’ minds that one of the objects of the schools was indirectly to suppress the Dutch language amongst them by ‘getting them to learn English,’ at once foredoomed those schools to neglect and failure. We may go further and say that even the raising of a suspicion that anything of the kind was contemplated would have been enough to create a bias against all schools, Herschel and other, of a public kind. Public schools were thus practically given up to the ‘learning of English’ by those who wanted to learn English. Consequently when the movement to which we have referred set in, the leaders found that their own language had been to a great extent tacitly displaced out of schools which ostensibly were maintained to teach that language as much as any other; schools, moreover, to which all had to contribute whether they used them or not. Unfortunately, too, the leaders found that the burghers, while they neglected public schools, showed little desire to establish other good schools in their place; and in this way there resulted the failure of the ‘educational object’ which, according to Sir Langham Dale, was ‘to prevent the children of the white colonists from degenerating through the difficulty of getting competent teachers.’

“But,” continued the Commissioners, “whatever may have been the disabilities under which any section of the community may have in the past felt itself to lie, it cannot be contended

that the Education Office, during the long and honourable administration of Sir Langham Dale, has been worked in the interests of party. Sir Langham Dale has neither advocated nor promoted public education with the 'political object' of 'getting the burghers to learn English.' He tells us 'on my first visit to an established Government school in the year 1859, I was confronted at the entrance by a notice, "It is forbidden to speak Dutch." I need not say that such prohibition has not been enforced since that date.' We find that the loyalty of the Education Department in the administration of its business according to the expressed wishes of Parliament cannot be questioned. It seems to be the aim of Parliament in this matter that, in the aided schools, no scholar shall find any hindrance in the acquisition of a practically useful knowledge of the rudiments of the Dutch and English languages. The leaders in the movement already referred to, while they warmly advocate the use of Dutch for the purposes of instruction in the public schools, profess no exclusiveness. They are equally eager for English. Similarly and in the same spirit Sir Langham Dale says, 'The teaching of Dutch is to be encouraged because it helps on the teaching of English. We have no sentiment about it; it is purely a business question.' The Commissioners found that no exclusiveness in the use of Dutch or English was encouraged in public schools, circuit schools, or mission schools; that purely Dutch-speaking scholars were unknown; that more than half the European scholars in the public schools were learning Dutch; and that the inspectors took the Dutch language into account in estimating the value of school work. But they expressed themselves as being decidedly of opinion that instruction should be issued to the inspectors to make a more thorough and systematic examination of the scholars presented to them for examination in Dutch.

"With some justice," wrote the Commissioners, "may the Superintendent-General claim for his Department that he has tried to satisfy all parties for thirty years, and that Trojan and Tyrian have fared equally well at his hands. Whatever disabilities either party in the State may have suffered cannot be laid wholly to the charge of the Department; if disabilities have been felt, they have been in the 'nature of things.'" But the Department, though impartial, could not prevent feeble language teaching and its effects.

The Commissioners then refer to proposals to make scholars in public schools "proficient in the use of two languages."

"In handling this part of a delicate and intricate subject," they remark, "we must bear in mind that language is not merely the vehicle and embodiment, but is also to a large extent the parent of thought, the promotion of which should be the principal object of all sound education. Any attempt to force a parent to give a bi-lingual education to his children would certainly be a violation of the principles of freedom which underlie our system of government; and it will be as serious a violation of those principles if we force a parent to have his child instructed in any particular

language. The State may have a right to insist that the parent shall provide such instruction as shall fit the child to discharge its duties in life; but the choice of the linguistic medium of instruction, or the decision as to whether that linguistic medium shall be double or single, seems to be a matter fairly within the parents' sphere."

Nor, maintained the Commissioners, is bi-lingualism in the early stages of education necessarily good. "In helping the scholar forward in his studies there is much wisdom in taking advantage of the vocabulary familiar to him in his mother tongue. . . . Where instruction in the first stage is imparted by means of a language which a child does not understand, the medium for acquiring knowledge already present in the pupil's mind is neglected, and a foreign medium has to be acquired before the instruction given can be thoroughly assimilated. The result of such a method of teaching must check thoroughness and cannot but seriously hamper the intellectual development of the pupil by training the memory at the expense of the intellect." Parents could not be ignored in the matter. Bi-lingualism was not needed in all schools, but a rigid law limiting instruction to one language would be unadvisable. Neither the Education Department nor any Committee of Management or School Board ought to be empowered to make either Dutch or English the sole medium of instruction in any school. "If a parent requires in any aided school instruction in Dutch for his child, or if another parent requires instruction in English for his child, the Department ought to insist that such requirement shall be met by the Managers or the Board in a reasonably satisfactory manner," special aid being given where necessary to provide teachers of Dutch or of English as the case might be.

The Commissioners then proceed to discuss the bearing of the School Elementary Examinations, conducted by the University of the Cape of Good Hope, on the language question. The list of compulsory subjects in that examination ignored the Dutch language. It was held by some of those who were "urging the revival of Dutch instruction in schools, that Dutch is the mother tongue of nearly two-thirds of the civilised people of the land, and that therefore, by completely ignoring the Dutch language in the school elementary examination, the Cape University educationally depreciates the Dutch language, thereby reducing the possibility of giving instruction in it in schools to a minimum."

The Commissioners point out that for matters of this kind honourable sentiment (and sentiment on both sides) cannot be kept out. The ideal solution, they thought, would be to conduct the School Elementary Examination—the chief ground of contention—through two sets of papers, one set in Dutch and answered in Dutch, the other set in English and answered in English, the two sets being as equally balanced as possible. But this ideal solution seems to have been regarded by weighty witnesses as "at present impossible." The reason why it was

regarded as impracticable—by Professor Hofmeyer and the Ministers of the Dutch Reformed Churches at Lady Grey and at Burghersdorp—was that “the medium of instruction in schools has been for years, and is now, so pre-eminently English, and teachers of Dutch are in many instances so weak, that scholars are not now, and for some years are not likely to be, fitted to present themselves for an exclusively Dutch examination.

The Commissioners quoted two important resolutions on the language question. The first was passed by the Dutch Reformed Church Synod, and runs as follows:—

“The Dutch language should be added to the subjects now prescribed for the School Elementary Examination, in such manner, however, that no candidate shall be compelled to take that subject; but that any candidate taking it shall thereby be entitled to obtain higher marks.”

The second was a resolution of the Taal Congress:—

“This Congress is of opinion that the time has arrived, especially with a view to those who prepare for the Civil Service Examination, that the Dutch language should be added as a compulsory subject to the School Elementary Examination; but if, owing to the present arrangements in our schools, insurmountable difficulties should present themselves, the marks should be dealt with as those given for Greek at the matriculation examination; that is to say that, although Dutch at the said examination be not made compulsory, the candidate who shall not submit to an examination in Dutch exposes himself to the risk of seeing his name so much the lower in the list of passed candidates.”

But some witnesses held that this proposal would remove one grievance by creating another. Professor Hofmeyer said, “If Dutch is added so as to give an advantage to the Dutch over the English pupil, it would only irritate the English section instead of bringing the two nationalities together. I say, let those who believe there is a future before our Dutch language have a fair chance of helping it on, only let them do it in such a way as not to injure or irritate others.”

The Commissioners further regarded the proposal contained in the above-quoted resolution as open to the objection that “it quite ignored the instruction of scholars whose mother tongue was neither Dutch nor English.” The claims of German and (for a certain class of teachers) Kafir ought, they held, not to be overlooked. English appeared indispensable, as a sort of ‘core’ of the examination, but “the right of the Dutch language to domestic university recognition should no longer be silently overlooked”; and other interests should not be disregarded.

Finally, “after much consideration the Commissioners unanimously resolved to recommend to the University the following scheme for the University’s School Elementary Examination. The compulsory subjects shall be four in number: (a) a language subject, Dutch or English, including dictation, composition, and grammar; (b) Arithmetic; (c) Geography; (d) History. The papers in these subjects are to be set and answered in English,

with the exception of the alternative paper on Dutch language which may be set either in English or Dutch and answered either in English or Dutch. To obtain the pass no candidate need bring up more than these four subjects.

"In addition to these four compulsory subjects, candidates shall have the right to choose one or other of the following optional subjects in which to submit a paper, namely, English or Dutch, French, German, Kafir, Sesuto, elementary Latin, elementary physical science. The marks awarded to any candidate in respect of such optional subjects shall be added to those obtained by such candidate in the four compulsory subjects for the purpose of determining such candidate's place in the one order of merit for all candidates, and the extra subject so brought up shall be placed in brackets after each candidate's name and address." Further recommendations as to marks follow.

The Commissioners fully admit the force of the contention urged by many teachers against adding to the normal curriculum. "They (*i.e.*, the teachers) say that their work is already very heavy; they deprecate any increase of it." The Commissioners reply that the difficulty is to be met, not by contracting the whole work of the school, but by restricting individual scholars in their choice of subjects and by increasing the staff of teachers

(5) *Education of the Children of Railway Employés.*

The Commissioners recommended the formation of Railway School Boards, to be chosen by the Railway Department, with the approval of the Education Department, and to consist of permanent and superior officials. The Boards would see to the starting of schools wherever necessary, and ought to be empowered to give the Railway Department's guarantee for the payment of the equivalent towards the teacher's salary required by the Education Department. Suitable schools once provided along the lines of railway, compulsory attendance of the school-age children of European employés might be made compulsory. School fees should be as low as possible and uniform in all Railway Station schools for children of all ages and of both sexes. The Commissioners held that it would be inexpedient to place children of European parents in a school along with coloured children. But the Railway School Boards might, wherever practicable, establish suitable schools for the children of the coloured employés.

(6) *Additional Educational Facilities for the Agricultural Population.*

"Much remains to be done," wrote the Commissioners, "before we can say that the children of the agricultural population frequent the schools in sufficient numbers. We cannot but think that the establishment of School Boards having a lien upon local rates will have considerable influence in promoting school

attendance in the rural districts." In the meantime the Commissioners approved the general tendency of the regulations of the Education Department in their relation to the needs of the rural population, but urged that a capitation grant should be paid even for one child (instead of for a minimum of five) regularly taught by a qualified teacher on a lonely farm. They urged certain increases in salary in order to induce a better class of teacher to take up work in connection with district Boarding Schools among the agricultural population. And they further recommended (1) augmentation of grants in aid of salaries of teachers of schools started by a School Board in rural areas, where the permanent needs of a poorer class of inhabitants have to be provided for; (2) the supply of movable structures for school purposes and for teachers' houses; (3) grants to village technical schools undertaken by School Boards, either as adjuncts to day schools or as separate institutions; and (4) free railway tickets for school children of poorer families in rural areas attending day schools at a distance from their homes.

(7) *Night Schools.*

The Commissioners did not find many witnesses who believed that much could be expected from Night Schools in the way of advancing education, but they recommended that reasonable encouragement in the way of grants should be given to those who might be willing to promote this form of educational work.

(8) *Education of the Aborigines.*

The Commissioners devoted a part of their Report to some discussion of this difficult part of the educational problem. The following extracts will suffice to show the main lines of their recommendations:—

They begin by quoting some expressions of Sir Langham Dale's. "Sir Langham Dale says: 'I do not consider it my business to force education on all the aborigines; it would mean ruin to South Africa. If I could produce 60,000 educated Tembus or Fingoes to-morrow, what would you do with them? Their education must be gradual.' We cannot but think that Sir Langham Dale's dread of the 'ruin to South Africa' lurking in some thousands of 'educated Tembus or Fingoes'—a dread in the entertaining of which Sir Langham Dale by no means stands alone amongst colonists—owes its origin and justification to the character of the education supplied to the children of these people."

The Commissioners point out that educational authorities have "constantly and seriously differed as to the real aims of education" . . . even when "intended for the children of peoples intellectually and socially homogeneous." It would be vain, therefore, they conclude, "to ask modern educational authorities for agreement either as to the real aims of an education intended for an intellectually inferior and socially

distinct race, such as the South African aborigines, or as to the plans best to be followed in promoting that education. . . . Meanwhile we perceive, first, that in matters pertaining to their education the aborigines are not supposed to have any opinions that are worthy of notice; secondly, that the methods sanctioned for the education of this class are either on their trial or are already widely condemned; and, thirdly, that the State, while assuming only a minimum of responsibility for the character of the education, year after year votes money for carrying it on."

"The schools for aborigines have practically all been promoted and are maintained and managed by Church associations. The teachers, who are for the most part natives, are also indebted mainly to these Church associations for any special training they have had for their work. The school age children of the aborigines cannot number less than 200,000, but the whole of the schools frequented by these children have never had a tenth of that number on their collective rolls at any one time. It cannot, therefore, be said that, so far as facilities for schooling are concerned, there has been any tendency to make the education other than 'gradual.' But while, generally speaking, school destitution is very noticeable, there are complaints that school areas in some cases 'overlap,' that is to say, schools promoted by competing agencies are needlessly numerous in parts.

"It is part of the theory of the Colonial system of public education that trade classes are to be allowed for native day-schools. But it is to be doubted whether any single native day-school has such an adjunct. . . . Probably in none of the 269 schools has any serious effort been put forth to provide 'manual training' for the boys. In their case, the whole of the four hours of daily attendance required by the bye-laws of the Department is devoted to 'literary' work. Time-tables compiled on this plan are in some disfavour; for nearly every witness who had anything on the question of 'Native' education to say to the Commission—and such witnesses included some missionary superintendents of native schools—urged that 'manual training' ought to form an essential part of the native school course.

"It is not improbable that the Church Associations which are busied with the management of native education have come to see the necessity of manual training as a part of the course. But they find difficulties in the way. There are workers in this field for instance who conscientiously believe that it is no part of their high vocation to instruct children in the work of cleaning a mealie land or of mixing clay for brick-making. In some schools, owing to the want of tools and land, manual training is impossible. In others, again, there may be facilities, but owing to the absence of an authoritative regulation on the subject, it is felt that manual training cannot be introduced into one school unless it is introduced into all. The heredities of the South African Aborigines are not in the direction of a love of bodily toil, consequently schools which allow the four hours to be occupied with more or less of dawdling over spelling-books or

school slates tend to be numerically the strongest. 'The only available agencies for transforming the native savage into a citizen, capable of understanding his duties and of fulfilling them, are the school, the workshop, and the Christian Church; the teaching . . . needs . . . an industrial *substratum* in its disciples.' It is twenty years since Sir Langham Dale wrote these words. . . . Coming from one in the high official position of Superintendent-General of Education, such a deliverance ought to have been looked upon as a warning, and ought to have produced results. The fact that there have been no results clearly shows that the managers of these schools, however willing they may be to make a change, are quite powerless to enforce it.

"The State must come to their assistance by asserting its authority in this matter. It may be desirable that education of the right kind should be compulsory for the children of aborigines, but at the present moment the introduction of such a compulsory provision would be inopportune. If the State cannot enforce attendance at school, it can at least define the education for which it is prepared to pay; and the State can say that unless that education is supplied in the schools, no grants in aid are to be issued. In the case of all schools frequented by the children of aborigines there should be a definite regulation that one-half of the school-time required of those in attendance shall be devoted to such manual training as can best be followed in the locality, and shall be approved by the Department of Education as efficient. Schools which fail to satisfy the Department in this respect should, after reasonable notice from the Department, cease to receive grants in aid. The 'literary' instruction sanctioned in native day Schools should be purely elementary. After twelve months' notice, no grants should hereafter be issued in aid of the salary of any 'principal' teacher who is not certificated. No scholar above the age of fifteen years ought to attend any native day school except with the approval of the Inspector.

"Existing rights and agencies are to be interfered with as little as possible; but we think it scarcely right that the Government should leave the whole of this gigantic work to volunteers. One institution of the nature of a normal industrial training school for teachers ought to be undertaken by the Government rather than spending large sums on a plurality of such institutions over which the Government has only a partial and insufficient control. In such an institution, what is sometimes spoken of as the 'Europeanising' of the teachers and scholars ought not to be the paramount aim for the present at least. A new branch of the teacher's art has to be discovered; and the Government normal training school should try to make the discovery. What we have to find out is the best method to be followed in the schools for the purpose of humanising the aboriginal youth, of weaning them from their fondness for an idle and dissolute life, of training them to habits of orderly obedience to the law of the country that protects them, and to the masters

who may employ them, and generally of fitting them for the busy life on lines which in our civilised society are regarded as moral. That the discovery of this method is impossible we do not believe; but until the discovery is made, our well-meant endeavours are not likely to give all the results we would wish."

The Commissioners recommended that the aborigines should be required to contribute, in the form of a school tax, towards the support of the schools established amongst them. They based this recommendation on a belief that such a tax would "secure a fuller use of the opportunities afforded for education amongst the aborigines." They said that the levying of a school tax had been advocated on the ground that "the aborigines object to pay fees and will not do so unless they are compelled; that it is right that these people should contribute directly to the cost of their own schooling; and that they are more likely to appreciate the schools if they have to pay for them."

(9.) *Technical Education.*

The Commissioners, under this head, argued that "before technical schools proper can be advantageously started, the industrial aptitudes of the people must have disclosed themselves. Until this has taken place, until the turns and genius of the people in the domains of industry have shaped themselves and found some real expression, specialised technical schools are not likely to be manned with students foreseeing how to take the best advantage of their opportunities, or with professors informed and prepared to give them the necessary guidance."

At the same time they expressed regret that they could not "concur in the opinion of certain expert witnesses at Kimberley that the time has arrived when, in this Colony, a School of Science, with special adaptation to the science connected with mining industries, can advantageously be set on foot. Doubtless such a School of Science is of great value to a community; but there does not appear to be evidence that the aptitudes of the youth of the land have been sufficiently manifested to warrant the Government in undertaking the financial and other responsibilities of such a venture. For the present, a more practical way of doing good in this direction may be found in the establishment of one or two Technological Scholarships of an amount which would materially assist deserving youths to proceed to some well-organised School of Science in some other country for the purpose of prosecuting special studies."

Touching on the broader question of principle, and apparently with special reference to the white, rather than to the coloured population, the Commissioners remark that "there can be no short cut, no royal road to technical education as a means of promoting industrialism in a people. If we are in earnest about this matter we must begin at the beginning, and that beginning will have to be made by suitable preliminary schooling in the primary schools. Is it a good thing for a youth to be able to express himself readily and intelligently, to be able to think without 'making a mess' of his thinking? Then he must

know words and the laws which pertain to them; he must be taught a vocabulary and how to use it; not only so, but he must acquire these things in youth, for it is only then that the correlated organic structures are plastic and receptive. Is it a good thing to be technically educated, to be a handy, skilful, and intelligent master of some art of civilised living? Then, again, must the foundation be laid in the receptive period of youth. And this has to be so with a view to the acquisition, not less of the knowledge that will inspire the style of the workman, than of that dexterity of hand, precision of eye and directness of movement, which come only when muscle is mobile and nerve is expectant."

The Commissioners, while admitting that higher agricultural colleges are useful, point to village technical schools as more humble but not unneeded institutions. They thus sketch the curriculum of such a school:—"In addition to all that belongs to the culture, drying, canning, preserving, and packing of fruits, a course of instruction in a village technical school could include instruction in bee-keeping and poultry keeping, instruction and practical demonstration in grafting and budding, in planting and pruning trees and plants, culinary and ornamental, in the manufacture and preparation of leather, in the branches of domestic economy including needlework and laundry-work, in house-cleaning and house-keeping, bread-making and cooking generally, in nursing, and generally in such other directions as may suggest themselves as suitable to the locality and the people. Wherever a school board starts such an unambitious village technical school, either as an adjunct to the aided school or independent thereof, the Education Department ought certainly to be authorised to aid liberally."

"Doubtless," add the Commissioners, "for such village technical schools there would be a difficulty in finding in the Colony a suitable supply of teachers. This will necessitate during the next few years the introduction of properly trained teachers from other countries, notably from the United States of America or from the United Kingdom." But Colonial institutions should aim at training up a supply of teachers from among the youth of the land.

The Commissioners also lay stress on the importance of encouraging the teaching of drawing and of elementary science in primary schools, and of providing manual training for boys and girls alike.

87. In the year 1892 (the year of the publication of the Commissioners' Report), Sir Langham Dale expressed the wish to retire from active service, and resigned his office of Superintendent-General of Education. His retirement after thirty years of arduous public labour elicited from all classes of the community expressions of the high esteem in which he was held by his fellow citizens.

Sir Langham Dale's successor, Dr. Thomas Muir (who before his appointment was Principal of the Glasgow High School), took up the duties of his office in the course of 1892, and the impressions which he formed after a careful inquiry into the working of the educational system of the Colony were embodied in his first report, dated March 31, 1893. This important document contains a very able survey of the educational situation at the time at which it was written.

One of Dr. Muir's first steps was to draw up a scheme of Inspection Circuits for the Colony, and to issue to the inspectors a circular letter of instructions considerably increasing their responsibilities and extending their duties. In the course of his tour through the Colony, he found great diversity in the character of the buildings used for school purposes. "In public-spirited towns like Kimberley, King William's Town, and Port Elizabeth I found very creditable buildings indeed, also notably at Lovedale; but from these there is a long descending scale, ending in premises which are very wretched." He thought that the third class schools on farms and the poorer sort of mission schools most needed improvement. In general, he had occasion to comment unfavourably on the ventilation of the class rooms, the sanitary arrangements, and the untidy state of the playgrounds and the school surroundings. In the course of detailed comments on the subjects of instruction, he draws attention to the weakness of the teaching of mental arithmetic, physical geography, and history, regrets that so little was being done to develop the musical talent of the country, and strongly urges better Kindergarten teaching for infants and the need for the teaching of experimental science. Next to singing, he found drawing to be the most neglected elementary school subject in the Colony. Better manual training he considered to be of great and pressing importance. Drill and physical exercises he found not nearly so common as they should have been.

Dr. Muir found it necessary to introduce alterations in the standards. "No changes, however," he remarked, "which human skill can devise will effect all the improvements requisite, so long as the 'School Elementary' examination dominates the field. If it comes to be recognised that the be-all and end-all of an Elementary School training is the passing of a certain written examination in grammar, arithmetic, history, and geography, and if under pressure of this recognition such subjects as reading and recitation, drawing, science, singing, sewing, boys' handiwork, drill and physical training go to the wall, there will be uncommonly little to hope for from the rising generation."

"The qualification of the teachers," wrote Dr. Muir, "may with tolerable accuracy be guessed from the manner in which the school subjects are taught. . . . A schedule was prepared and issued to every teacher, with a request that the spaces left blank for insertion of facts regarding education, professional training and experience be filled up. . . . Large numbers of teachers, says the officer in charge of the duty of preparing the statistical

report, have shown themselves absolutely incapable of filling up the schedule. . . . The scrupulous care which a highly-educated nation like Germany exercises in regard to the training of her teachers has long been familiar to me; but recently in King William's Town it struck me with all the vividness of a new impression. In two schools there, very unlike each other, the one a strictly Elementary Public School, the other a large private High School for girls, the work done was in both cases excellent of its kind. So noteworthy it appeared, that I made inquiry about the teachers, and found almost, if not quite without exception, that they had been trained for their profession in Germany.

"It is painful to say, but said it must be, that not only is professional training wanting, but in quite a number of instances which have come before me the so-called teacher had not the elements of a common tradesman's education. Three times in the course of a fortnight I have been asked to sanction the appointment of men who could not write either in Dutch or English a letter of half-a-dozen lines without a blunder. This state of affairs must be well known to certain ministers of the Dutch Reformed Church—men of a class that is unwearying in its efforts in the cause of education. The reason given in such cases when I demur is that no better applicants are to be found. If this is to continue, what hope is there of producing intelligent, enterprising farmers out of boys whose school life extends to six or twelve months under the guidance of teachers like them? What hope is there of a naturally gifted boy, under the inspiration of such men, ever issuing from his obscurity to take his proper place in advancing the well-being of the nation.

But, "speaking generally," added Dr. Muir, "I found the teachers zealous, earnest, and conscientious in their work, anxious to improve and more willing to take upon themselves extra trouble than teachers in Europe usually are."

This first Report of Dr. Muir's contains a very valuable and interesting series of educational statistics. The following tables may be given as throwing much light on the number of children in Government-aided schools in Cape Colony in 1891-2.

	Children over 5 and under 15 in April, 1891.			Children of all ages and races at Govt. aided Schools, Dec., 1891.	Approximate percentage attending Govt. aided Schools.
	White.	Coloured.	Total.		
Colony . . .	96,556	175,583	272,139	6 04	24.77
New Territories .	2,720	142,453	145,178	15,850	10.92
Total . . .	99,276	318,041	17,317	83,234	19.95

Number of children over 5 and under 15 at school in Colony and Native Territories, April, 1891.

	At School.	Not at School.	Total.	Percentage at School.
White	39,783	59,493	99,276	40·07
Coloured-	38,550	279,491	318,041	12·12
All races	78,433	338,884	417,317	18·79

In discussing the causes of educational destitution, Dr. Muir remarks that "sparseness of population, the purely voluntary character of the educational system, the apathy of parents, and poverty seem to be the main causes of the state of affairs above indicated. The third of these, the apathy of the parents, more especially in purely rural districts, I consider the most serious of all. Every Inspector is conscious of it, and I have evidence of it in the office every day."

The Census of 1891 distributes the white children of school-going age as under:—

1. Attending State-aided Schools - - -	22,090
2. Attending Private Schools - - -	17,697
3. Receiving instruction at home or in Sunday School only - - -	20,223
4. Engaged in some other occupation - -	12,932
5. Not occupied - - -	26,338
	99,280

Dr. Muir drew special attention to the extreme importance of improving the arrangements for school inspection. "All educationists are agreed that efficient inspection is the corner-stone of any State-aided system of education; and, as there would be grave public danger in forgetting this, I trust I may be pardoned in thus pointedly drawing attention to the matter."

Under the head of *The Future*, Dr. Muir wrote as follows:—"The lesson for the future which is to be learned from a perusal of this review of the educational system of the Colony is that *organisation ought to keep pace with growth*. On reading any one of these eight sections: (1) Office Work, (2) School Buildings, etc., (3) Subjects of Instruction, (4) School Committee, (5) Teachers, (6) The School System, (7) Educational Destitution, (8) School Inspection—no man, I feel sure, who knows anything of the working of the various educational systems of the world but would say, 'Organise, organise.' True it is that he would also probably advise the delimitation of the country into school

areas, and the appointment of a board of school managers for each area; and that when the educational apathy of parents was brought to his notice he would not hesitate to recommend compulsory education; but I am much mistaken if he would not give the first place of all to departmental organisation. In a vigorous community, with little aversion to change, and with few other large problems to solve, all three reforms mentioned might be attempted at once; but I should question the wisdom of doing so in the present instance. To decree general compulsory education before one has in operation better machinery for producing school buildings, school teachers, &c., would be worse than confusing; to institute School Boards throughout the country before the departmental machinery has been arranged for carefully supervising their labours, would be less fatal, but still objectionable. This amounts to saying that there are three predominant requirements, viz.:—

- A. Departmental organisation,
- B. Compulsory institution of School Boards,
- C. Compulsory attendance of pupils;

that all three might be attempted at one time, or that A. might be attempted first and B. and C. together at a later date; or that A., B., and C. might be taken in hand separately and in order. The last of these proposals, more especially if accompanied by certain possible improvements on the existing regulations, is in my opinion the wisest course to follow. A number of improvements I can, on my own initiative, carry with effect. Others, such as those connected with building grants, boarding grants, 'white' mission schools, poor schools, etc., I can only recommend for the consideration of the Government."

88. This will be the most convenient point at which to break off the historical survey of the development of the educational system of Cape Colony. The description of the system as it exists, which constitutes Part II. of the report, will sufficiently show how large a debt the Colony owes to the educational zeal, the organising ability, and the administrative tact of the present eminent holder of the office of Superintendent-General of Education.

PART II.

ACCOUNT OF THE PRESENT SYSTEM OF EDUCATION IN CAPE, COLONY, WITH STATISTICAL ABSTRACTS, &c., SHOWING PROGRESS FROM 1892-9.

The following summary is based on various pamphlets containing the regulations laid down by the authority of the Department of Public Education ; on the Reports of the Superintendent-General of Education ; and on the collection of the " Education Acts and the Regulations framed thereunder and passed by both Houses of Parliament," compiled by the Speaker, Sir Henry Juta, Q.C., and issued in 1898.

The summary is divided into the following chapters :—

- I. Central Authority and Local Managers.
- II. Classification of Schools.
- III. Enrolment, Numbers and Attendance of Pupils.
- IV. Elementary and High School Curricula, with Inspection Statistics for Elementary Schools.
- V. Statistics of Teaching Staff ; Regulations for Corporal Punishment, Pupil Teachers, and Teachers' Examinations ; Pupil Teachers' Classes ; Teachers' Classes in Needlework, Drawing, Kindergarten, and Woodwork.
- VI. Good Service Allowance and Pensions.
- VII. Inspection.
- VIII. Finance.
- IX. Building Loans for Poor Schools.
- X. Building Grants and Building Requirements.
- XI. Higher Education.
- XII. Agricultural Education.
- XIII. The School of Art, Cape Town.
- XIV. Resolutions of Parliament on Closing of Rural Schools in harvest, etc.
- XV. Note on Instruction in Music in the Schools of Cape Colony.

I. CENTRAL AND LOCAL AUTHORITIES.

(a) *Central Authority*.—The central authority for education in Cape Colony is the Department of Public Education. The office of this body is situated in Cape Town. The Colonial Secretary is the chief of the Department ; but for all practical purposes the Superintendent-General of Education administers the system. He is required to make an annual report, which has for some years followed the same arrangement. He reports on the working of the administration, the supply of schools, the enrolment and attendance, the progress of the pupils, school curricula, subjects of instruction, training of teachers, etc.

The Department of Public Education has for its general policy the encouragement of local efforts for the extension and improvement of elementary education, and it endeavours to co-operate with such local efforts.

The chief officers of the Department are the Superintendent-General, the Secretary, eighteen Inspectors, one Railway Education Officer, and eight Departmental Instructors, viz., in Music (2), Needlework (2), Manual Training (1), Drawing (1), and Central Pupil Teachers' Classes (2).

(b) *Local Authorities.*—One of the principal educational difficulties has long been the question of local authorities. The Commission of 1879 had recommended a system of School Boards to be appointed by ratepayers, the School Boards having rating powers, to be exercised by themselves or by Divisional Councils. But by 1891 no steps had been taken to carry this out, and we give below the answer of Sir Langham Dale, then Superintendent-General, to the Commission of 1891.

"It is the most difficult question in regard to education that we have to deal with. I am afraid of the recommendations of the Commission of 1879. At present (1891) the managers of public schools are people who are chosen by the community because of their interest in the schools. A meeting is held, and the inhabitants are invited to come forward and guarantee the local expenses; and those who thus show their interest in the school elect from their number certain gentlemen who become managers, and enter into an agreement with the Education Department, so that all through we are working with a body of people who have a real interest in the school. Now, if you adopt the School Board system, and say that the public schools of a district are all to be put under one Board elected by the ratepayers, simply because they are ratepayers, and that they will have to be called upon to support the school out of the rates, then you will have men put in from a very different point of view, and the probability is that you will get most of your men put in through promises not to run into expense; and instead of keeping the sympathy of the people with you, you at once create a feeling in the country that will alienate the best supporters of the school. At present, if you take any public school, you will find that the clergy and professional men are on the committees, and most active; but I very much doubt whether you will get that same agency if you call a public meeting of ratepayers and elect the Board as you would elect a municipality."

On the other hand, Sir Langham Dale felt that the "committees of management ought to have succession, and there ought to be power for them to hold property, and some means of securing the perpetuity of the school, so as not to have what there is now, a complete break at the end of three years." Further, "it would be only fair to those men who bear the burden of working the school for three years that they should not be called upon personally to put their hands in their pockets to make up a *bona fide* deficit." It was suggested that lawyers could show how to

"give succession to these committees under the present system, still keeping the same system of the people interested electing the managers, who should guarantee the general expenses of the school; but all exceptional deficiencies . . . should be made good either wholly or partly, out of the Divisional Council rates, and should be charged to the division and not to individuals, or partly to the Divisional Councils and partly to the Government."

Sir Langham Dale further recommended that an officer of the Audit Department should examine the books in each case of a deficit before the Government acted in the matter; and that if such officer were satisfied that the deficit was *bona fide* and unavoidable the Government should give a precept or notice to the Divisional Council.

The question is twofold, involving not only some permanency or succession of these corporate bodies, but the constitution of them as committees of management.

It will be noticed from the extract just given that by the system at present in force—for no change has been made since 1891—the managers of public schools are people chosen by the community because of their interest in the schools. A meeting is held, though it does not appear in what manner it is called nor who is entitled by common usage to vote at it. At all events, whatever be the usual method—and there is probably a great variety in this matter—the meeting invites the neighbouring people of influence to come forward and guarantee the expenses. Certain gentlemen from among the guarantors are then elected managers, and, as such, enter into an agreement with the Department of Public Instruction. As a rule the clergy of all denominations and the professional men of the district are most active on these roughly-formed committees of management.

The managers are generally elected for three years only, and there is no guarantee whatever that the policy pursued by the committee for any period of three years will be continued by their successors for the next three years.

It is difficult to give a summary of the regulations in regard to the local management of schools which could cover all classes of schools aided by the Government. The conditions of management differ with the various classes of school that will be distinguished later. The following description applies to the undenominational public schools.

It appears, then, that the usual mode of procedure in regard to a public school of this type (*i.e.*, undenominational, whether first, second, or third class) is briefly as follows:—

1. Persons interested in obtaining educational facilities in their district summon a meeting of the inhabitants.

2. The meeting thus called decides that it would be desirable to establish a public school in the district.

3. Following on this decision, persons of influence and means in the district are invited to come forward and guarantee the expenses. Such a guarantee must cover half the estimated

annual expenditure to be made for the maintenance of the proposed school, and is given on the understanding that, if the scheme for the school receives the approval of the Government, the other half of the expenditure will be met by a grant in aid from Government on the "£ for £ principle."

4. Should the amount guaranteed by those who come forward at the meeting reach the sum of half the estimated expenditure, it is possible to proceed with the scheme for a school. But the guarantee is only made for three years; and there is, therefore, no security that the school will be continued after the expiration of that period. That will depend on the willingness of persons to come forward and guarantee half the working expenses for a further period of three years.

5. The guarantee having been obtained, certain gentlemen are chosen by the meeting from among those who have taken a share in the guarantee to serve as managers.

6. The managers, whose number is not fixed by any rule, then enter into relations with the Department. Their first task is to prepare a scheme for the management of the school that shall be accepted by the meeting and satisfy the Department. The conditions of obtaining the assent of the Department to such a scheme include an undertaking on the part of the managers to provide and keep in repair the necessary accommodation for the school teachers, namely, a schoolroom, suitable offices attached, and proper school furniture, together with a residence for the principal teacher, or an annual allowance in lieu thereof which must be equal to at least one-fifth of his salary. Further, the scheme submitted to the Government must specify (*a*) the names and credentials of the teachers nominated by the managers for the proposed school; (*b*) the rate of school fee to be charged; and (*c*) the local regulations proposed for the conduct of the school, and the arrangements for its maintenance and management.

7. The acceptance of the scheme by the Department implies a guarantee that the other half of the estimated annual expenditure will be met by a grant in aid. The school then becomes subject to the control or management of the local managers if it is already in existence; and, if not, the local managers become responsible to the meeting that elected them and to the Department which has accepted their scheme, for faithfully carrying that scheme out. But, in virtue of the grant in aid, and the public character thus given to the school, it becomes subject to inspection by the Superintendent-General of Education, or "his deputy duly appointed by the Governor" (*i.e.*, the School Inspector for the district). This means the right to enter the school at any time during school hours, to examine into the state of the buildings and the school furniture, to ascertain the progress of the children under instruction, to enquire generally into the efficiency of the school in regard to the locality in which it is placed, and to call for such returns as the Inspector may require in order to obtain satisfactory information on these subjects.

8. It will be observed that the grant in aid does not depend on the report of the Inspector; it is guaranteed for three years. But at the end of this period it is provided that "no new grant, or renewal or augmentation of a grant, shall take place until or unless the Superintendent-General is satisfied that suitable out-offices, and, in addition, a suitable recreation ground, have been provided, and *that the school can efficiently provide for the wants of the locality.*"

In every case the names of the managers must obtain the approval of the Government before a new grant can be made, or an old grant renewed or augmented.

Such is the usual procedure. It is only necessary to add that, if any municipal board or "divisional council" raises the necessary amount (*i.e.*, half the estimated annual expenditure for three years), and complies with the other conditions upon which aid is proposed to be given to undenominational public schools, the members of such board or council become, in virtue of their guarantee, the managers of the school or schools which they propose to establish or support, without any meeting or election by the persons interested. The board or council may appoint three managers if they see fit to do so, but managers so appointed by them are subject to the approval of the Governor. Schools so established and managed are subject to all the regulations imposed upon other public schools established and managed in the usual manner and aided from the public funds.

The "Memorandum of Instructions regarding the nomination of Managers of Undenominational Public Schools" (see "The Education Manual, 1892") gives the best summary of the procedure already described:—

"1. For the purpose of establishing an undenominational Public School or for the nomination of managers of such a school already in existence, a meeting of householders within the limits of the district, or town, or village, as the case may be, should be convened.

"2. A notice of at least three weeks should be given of such a meeting by a printed or written notice affixed to some place of public resort within the limits above mentioned.

"3. As soon as it shall have been resolved by a majority of votes to establish an undenominational Public School, or to nominate new managers, as the case may be, all householders who are willing to subscribe a guarantee for the payment of the local expenses of the school (including half salary of teacher, house allowance, and rent of schoolroom as required by the Education Act of 1865), should be invited to subscribe their names, with the amount of their respective guarantees.

"4. The list of guarantors being completed, the meeting should be invited to elect from the guarantors a board of *managers not less than five in number*, to hold office for three years.

"5. The chairman who presided at such a meeting should, as soon as may be, transmit the names of the managers thus

elected, together with a copy of the proceedings of the meeting, to the Superintendent-General.

"6. The managers (as soon as their names have been approved by Government) must proceed to sign the necessary forms of guarantee required by the Government, and must nominate the teachers and frame school regulations.

"7. The managers should also frame rules for conducting their own meetings periodically, and for keeping proper records of their proceedings.

"8. The managers should call together the whole body of guarantors once in every year, by a notice affixed as aforesaid, and submit to them a complete statement of the financial affairs of the school.

"9. When a vacancy occurs in the board of managers by insolvency, or death, or removal from the district, the guarantors should be called together by the chairman of the board to nominate another member to fill the vacancy."

The characteristic feature of the system—the co-operation of the Government in local effort to the extent of providing half the necessary support—is met with in many details of school management. The Government pays half the salary of teachers; and a few regulations on the subject of *School requisites* may serve for another instance of the policy.

On forwarding to the Education Department a list of the articles, the managers or correspondent of the school must undertake the payment of half the amount, and must furnish plain instructions how and to whom the parcels are to be forwarded. An order for a supply of school requisites can be issued to a school only once in the same year. First-class schools are, however, excluded from the privilege of getting ordinary supplies at half-price, but can obtain scientific apparatus, etc. This exception means that the rate of school-fee charged in first-class schools is high enough to enable them to provide their own books, stationery, etc., at ordinary prices.

The Superintendent-General exercises his discretion in apportioning the rate of Government aid, if the funds placed at his disposal from time to time are inadequate to meet the local remittance by an equivalent sum; and in declining to forward such publications as do not appear to him to be suited to the wants of the school. Managers are at liberty to sell the articles, thus supplied, to the teacher and to the scholars at the usual retail price, or at any lower price which they may fix upon. Carriage and insurance are charged to the managers of the school.

Without anticipating the account to be presently given of the conditions of grants in aid, a few special points must be noted as instances of a relation between the central authority and local enterprises somewhat different from the "£ for £" co-operation so far described.

1. *Drawing and Music*.—Where these subjects are included among the subjects of the ordinary school course, and are taught *without additional fee*, a grant not exceeding 50*l.* per annum may be allowed in aid of the salary of a teacher of drawing and a teacher of music; but no grant is paid unless the Government is satisfied with the qualifications of the teacher, the subjects and the mode of instruction, the number of pupils in regular attendance, and the progress of the pupils from time to time.

2. *Dutch*.—Where it is desirable to provide for the teaching of the Dutch language in the ordinary school course, the Government will require that the principal or one of the assistant-teachers shall be competent to give and shall give instruction in that language. Where instruction in the Dutch language is given by a special teacher, not being one of the regular staff, a grant will be made in aid of the salary of such teacher, not exceeding in amount the grant allowed for an assistant in the school with which such teacher is connected.

The grant is, of course, in all cases supplemented by an equal amount from local sources.

3. *Preparatory Schools*.—To encourage the formation of preparatory or infant schools in connection with the undenominational public schools of towns, grants are made in aid of the salaries of the teacher and assistants of such schools situated in localities where the Government is satisfied that such a school is required, but no grant can exceed the amount allowed for an assistant teacher in the undenominational public school with which the preparatory or infant school is connected.

4. *Free Scholars*.—By virtue of the grants given from public revenue, the Government, or, rather, the Governor, acquires the right to appoint free scholars. The scale is as follows:—

1st class schools: for every 20*l.* of annual Government aid, one free scholar who must be unable to pay the necessary school fees.

2nd class schools: for every 10*l.* of annual Government aid, one free scholar unable to pay school fees.

3rd class schools: irrespective of the amount of aid the governor has the right to appoint five free scholars.

5. *Trade Classes*.—An annual allowance not exceeding 50*l.* will be given in aid of the expenses of an industrial department or trade class attached, with the consent of the Government, to a native industrial institution not in receipt of any allowance from Government, or to a native day school, provided that the industrial department or trade class is daily attended by a satisfactory number of young persons of suitable age.

The school hours for undenominational public schools must be at least five daily, except Saturdays, which is a whole holiday. Managers may provide for the instruction of the scholars in religion during the ordinary hours of instruction, but no scholars

may be compelled to attend for such instruction without the consent of their parents or guardians.

In every school for which a full grant is made, an average *daily attendance* of at least twenty children must be maintained. In towns and villages, one teacher with full grant (*i.e.*, half of salary) is allowed for every thirty scholars in daily attendance. A part-grant is allowed for ten scholars in third class schools only.

As a fundamental condition of aid a fair daily attendance must be maintained. In a *public school* one teacher is allowed for thirty scholars, as a rule; but where the population is very small a daily attendance of twenty satisfies the Department. In a *mission school* a daily attendance of at least thirty to forty children must be maintained, except at "out-stations," where a daily attendance of at least fifteen to twenty is required.

In every mission school enjoying the full grant of 75% per annum, there should be a qualified teacher for a separate infant school, and two qualified teachers for the juvenile school, of whom one superintends the girls' sewing classes and assists at all other times in the general business of the school.

Grants.—Grants are due on the last day of each quarter, but the drafts are sent to the treasurers of schools in the country districts a few days earlier, to enable them to pay the teachers on the day when their salaries are due.

Application for Aid.—Preliminary application for aid to any school must be accompanied by full information on these points:—

- (1) The name and exact situation of the proposed school station (= school district).
- (2) The number of children of school-going age (from four to fifteen years) who live within a mile of the school station.
- (3) The number of children in actual attendance if the school is already open; or the number that will probably attend.
- (4) Whether any other aided school is situated in the neighbourhood? If so, why the children cannot avail themselves of it?
- (5) What grant is applied for?
- (6) What local income is it proposed to give to the teacher or teachers? What school fee is to be charged?
- (7) The names and credentials of the teachers to be employed; and certificates of their competency to conduct the secular instruction of the school in the English language, or in the native language, as the case may be.
- (8) The dimensions of the proposed schoolrooms, how floored and furnished? Whether provided with necessary out-offices, and with recreation ground; extent of accommodation for written exercises and for infant lessons.

- (9) Names of those proposed as managers of the school.
 (10) Name and address of the correspondent.

II. CLASSIFICATION OF SCHOOLS.

The following regulations deal with the classification of schools and contain a statement of the conditions under which State aid is granted to each class of school.

(a) *Undenominational Public Schools.*

Class I.*

Boys' and Mixed Schools.—Grants in aid of salaries of the principal, vice-principal, and assistant teachers of an undenominational public school of the first class in towns and localities where the Government is satisfied that such a school is required, shall be made on the following scale:—A grant not exceeding 200*l.* per annum; a grant not exceeding 150*l.* per annum for the vice-principal; a grant not exceeding 125*l.* per annum for each assistant teacher.

The subjects of instruction in a school of the first class shall include reading, writing, arithmetic, algebra, English composition and grammar, political and physical geography, outlines of history and the elements of natural science in the *primary* course; and the Greek and Latin languages, English literature, history, higher mathematics, and one at least of the specific subjects:—Chemistry, geology, mineralogy, botany, animal physiology, principles of agriculture, in the *secondary* or superior course.

In a Lower Grade School, Greek may be omitted, if instruction in a modern language, other than English, is provided.

In a Higher Grade School, Greek may be omitted, if instruction in an additional specific subject and in a modern language, other than English, is provided.

* In 1899 an important step was taken towards the organisation of secondary education by setting apart the best of the Public Schools of the First class (about 35 in number) as High Schools with a fully detailed curriculum leading up to Matriculation at the University. This step had become imperatively necessary by reason of the withdrawal of Matriculation classes from the more important Colleges and the consequent devolution of the whole of this work upon the schools. Schools claiming to be ranked as High Schools have to show the permanent existence of a two years' course beyond Standard VII. A special inspector will visit all High Schools in each Province.

Girls' Schools.—Grants in aid of the salaries of the principal, vice-principal, and assistant teachers of an undenominational school of the first class, for girls only, in towns or localities where the Government is satisfied that such a school is required, shall be made on the following scale:—A grant not exceeding £120 per annum for the principal, a grant not exceeding £90 per annum for the vice-principal, a grant not exceeding £75 for each assistant teacher.

The subject of instruction in a girls' school of the first class shall include reading, writing, arithmetic, English composition and grammar, outlines of history and geography, plain needlework, and lessons on natural objects, in the *primary* course; and English literature, history, political and physical geography, higher arithmetic, elements of natural science, laws of health, domestic economy, and a modern language other than English, in the *secondary* or superior course.

Class II.

Boys' and Mixed Schools.—Grants in aid of the salaries of the principal, vice-principal, and assistant teachers of an undenominational school of the second class, in towns or localities where the Government is satisfied that such a school is required, shall be made on the following scale:—A grant not exceeding £150 per annum for the principal, a grant not exceeding 100*l.* per annum for the vice-principal, a grant not exceeding 75*l.* per annum for each assistant teacher.

Girls' Schools.—Grants in aid . . . shall be made on the following scale:—A grant not exceeding 60*l.* per annum for the principal, a grant not exceeding 30*l.* per annum for each assistant.

The course of instruction in a Boys' and Mixed school of the second class shall include reading, writing, arithmetic, algebra, English composition and grammar, political and physical geography, outlines of history, Latin, and the elements of natural science. Latin may be omitted where instruction in one specific subject—chemistry, geology, mineralogy, botany, animal physiology, principles of agriculture, and in a modern language, other than English, is provided.

The course of instruction in a girls' school of the second class shall include reading, writing, arithmetic, and outlines of history and geography, plain needlework, and lessons on natural objects.

Class III.

Grants in aid of the salaries of the principal and assistant teachers of an undenominational school of the third class, in localities approved by the Government, shall be made on the following scale:—A grant not exceeding 100*l.* per annum for the principal teacher, a grant not exceeding 60*l.* per annum for each assistant teacher.

The course of instruction in a school of the third class shall include at least reading, writing, arithmetic, outlines of history and geography, and lessons on natural objects.

All these grants shall be supplemented by an equal amount from local sources, in which amount may be reckoned a sum, in whole or in part, approved of by the Superintendent-General of Education, given towards board and lodging and to be regarded as part salary.

(b.) *Extra Aided and Poor Schools.*

1. If it be proved to the satisfaction of the Superintendent-General that the people of European extraction in a locality are too poor to pay the usual school fees, extra aid will be given.

2. When in such a locality no school already exists, and the people guarantee that the teacher will receive from them board and lodging, or an equivalent in lieu thereof, the Education Department will pay as follows:—(a) To an approved certificated and experienced teacher 15*l.* a quarter, to an approved uncertificated teacher 12*l.* a quarter, so long as an average attendance of twelve is maintained. (b) To an approved certificated and experienced teacher 20*l.* a quarter, to an approved uncertificated teacher 15*l.* a quarter, so long as an average attendance of twenty-four is maintained.

3. The managers of such a school shall be the promoter and two other residents approved by the Superintendent-General.

4. The Superintendent-General's concurrence must be obtained before the teacher of such a school can be dismissed.

5. When in such a locality a school already exists, and is providing for its full number of free scholars, the Education Department will pay the fees of such additional children as may be duly certified to be indigent.

6. *Boarding Grants.*—In the case of children, whose home is not within three miles of a school, and whose parents are too poor to provide for their education, a grant in aid of their maintenance at an approved boarding school will be paid by the Education Department, the amounts to be dependent on circumstances, but in no case to exceed 12*l.* per child per annum.

7. *Rent.*—When it is found impossible for the managers of a public school to become possessed of land and buildings necessary for school purposes, including a dwelling-house for the principal teacher, and such property of an approved character can be hired at a reasonable rent, the Education Department will repay half the rent.

8. *Evening Schools.*—One-third the usual day school grants will be available for approved evening schools, where pupils over fourteen years of age, or of such age as the Superintendent-General of Education may approve of, are taught for at least six hours per week, during a period of six months.

9. *Trade Schools*.—Grants similar to those hitherto made to Native Industrial Institutions will be available to similar institutions founded for the training of indigent and neglected white children.

10. *White Mission Schools*.—The grants at present available for third-class public schools will be available for any white mission school in a town where there exists a public school of a class higher than the third, provided that the managing committee of the said mission school consist of the missionary superintendent, clergyman, or minister as chairman, and two lay members approved by the Superintendent-General of Education.

11. *Sewing, Drawing, Singing, Physical Training*.—After a date to be fixed by the Superintendent-General of Education, the sum of 2s. 6d. will be paid annually by the Education Department to the funds of any public school for every child who has been regularly and satisfactorily instructed in sewing, drawing, physical training, or vocal music.

12. *Handiwork*.—An annual allowance not exceeding 50l. will be paid to any public school in aid of the expenses of a satisfactorily conducted handiwork class of not less than twenty pupils under an approved visiting teacher.

13. When the handiwork class is conducted during school hours by one of the ordinary teachers whose salary is aided in accordance with the pound for pound principle, an annual allowance not exceeding 1l. per pupil in average attendance on the class will be given in aid of the other expenses.

14. *Audit of School Accounts*.—A properly detailed account-book of school income and expenditure made up to 30th June of each year must be kept by the managers of every Government aided school, and must be produced, together with the necessary vouchers, when the Superintendent-General or his duly appointed deputy makes requisition. In such books fees received in other than cash must be entered, and the current value thereof brought to account.

(c) *District Boarding Schools among the Agricultural Population.*

1. Before any grant is made, the Superintendent-General of Education satisfies himself that the district is one that requires a boarding school, and that the locality where the school is to be placed is suitable for the purpose.

2. The managers, the teachers, the rates of charge for the instruction and maintenance of scholars, the course of instruction, and all the arrangements of the institution are subject to the approval of the Superintendent-General of Education, and the institution is open at all times to the inspection of the Superintendent-General of Education, or his deputy, duly appointed by the Governor.

3. The grants from the funds administered by the Superintendent-General of Education are appropriated exclusively to

the following objects:—The part payments of the teachers or of the superintendents of the boarding departments, the training of the scholars in industrial habits, and the part maintenance of those scholars whose circumstances require such assistance towards their education.

4. The annual grants to a boarding school may not exceed 100*l.* towards the salary of the principal teacher, and 60*l.* towards the salary of each assistant teacher.

5. [The annual grants to a boarding school for girls may not exceed 50*l.* towards the salary of the principal teacher, 30*l.* towards the salary of the assistant teacher, 10*l.* towards the industrial department, and 6*l.* capitation allowance towards the maintenance of each girl boarded and lodged and educated in the institution, whose home is situated not less than six miles from the undenominational public school of any town or village, and whose circumstances require such assistance towards her education. Up to the year 1897 a corresponding regulation (with higher scale of salary) determined the scale of grants to boarding schools for boys; it was then replaced by clause 4 above. The regulation of 1897 does not state whether the new scale applies to boys' schools, girls' schools, or both. It is probably intended to apply to both, as the new clause (6), added at the same time, only makes mention of children.]

6. In the case of children whose home is not within three miles of a school, and whose parents are too poor to provide for their education, a grant in aid of their maintenance at an approved boarding-school will be paid by the Education Department, the amount to be dependent on circumstances, but in no case to exceed 12*l.* per child per annum.

7. Each grant towards the salary of a teacher, or assistant teacher, or of a superintendent of a boarding department, must be supplemented by an equivalent amount from the managers of the institution.

8. The managers of a district boarding school must provide day school instruction for the children resident in the locality.

9. The managers of a district boarding school must furnish from time to time such returns and reports as are required by the Superintendent-General of Education, and must submit to him annually a complete report of the management of the institution, with a statement of its revenue and expenditure; and the accounts of the institution shall be subject to audit annually by the Superintendent-General of Education, or his deputy, duly appointed by the Governor.

Boarding Departments.

1. Where sufficient provision already exists in the locality for day school instruction, a boarding department, either for boys or for girls, may be formed in connection with the day school; the annual grants to such a boarding department being restricted to a sum not exceeding 50*l.* toward the salary of the superintendent, an equivalent amount being provided by the managers, and to a capitation allowance of 6*l.* towards the maintenance of each boy

or girl boarded and lodged and educated, whose home is situated not less than six miles from the undenominational public school of any town or village, and whose circumstances require such assistance towards his or her education.

2. To encourage the industrial training of young persons, resident in district boarding schools among the agricultural population, and in boarding departments connected with the undenominational public schools, a sum not exceeding 50*l.* per annum will be allowed in aid of the expenses of such industrial departments or trade classes as shall be opened with the consent of the Government, provided that no allowance shall be given for any industrial department or trade class which is not daily attended by a satisfactory number of young persons of suitable age.

(d.) Mission Schools.

1. Aid is granted to mission schools in eligible districts or localities previously approved by the Government, as well within as out of towns and villages, in order to provide for the education of those portions of the population who are wholly unable of themselves to found schools.

2. The classification of mission schools is as follows :

Class I.—Where there is a series of schools, infant, juvenile, and industrial, the annual allowance shall be 75*l.*

Class II.—Where the children form only one school the annual allowance shall be 30*l.*

Class III.—To schools at out-stations, the annual allowance shall be 15*l.*

3. No portion of the Government grant may be appropriated otherwise than to the support of the teacher or teachers of the school, for the performance of their duty as teachers.

4. Before any new grant, or renewal, or augmentation of any grant is made, the Superintendent-General of Education must be satisfied that proper arrangements are made for the maintenance and management of the school, and that the local income of the school, with the grant in aid, can efficiently provide for the secular instruction of the children of the locality in which the school is placed.

5. The schools are under the management and control of the churches or missionary bodies with which they are connected, but must be subject to inspection by the Superintendent-General of Education, or his deputy, duly appointed by the Governor, who shall have the right of entering the school at any time during school hours, of examining into the state of the buildings and the school furniture, of ascertaining the progress of the children under instruction, and inquiring generally into the efficiency of the school in regard to the district or locality in which it is placed, and of calling for such returns as he may require, in order to obtain satisfactory information on these subjects.

6. Suitable school buildings, furniture, and a recreation ground must be provided, to the satisfaction of the Government.

7. The ordinary school hours are to be computed at not less than two hours in the forenoon and two hours in the afternoon; and the secular instruction given during the school hours shall include, at least, reading, writing, and elementary arithmetic.

8. No scholars shall be compelled to attend for religious instruction without the consent of their parents or guardians.

9. The Governor shall have the right to appoint, in each mission school, five free scholars; such appointments to be restricted to scholars who are unable from circumstances to pay the necessary school fees.

10. The instruction during the ordinary school hours shall, as far as practicable, be given through the medium of the English language.

(e.) Circuit Teachers.

1. Where a district is utterly unprovided with schools, and the people on the farms are too poor to pay for private farm schools, a circuit teacher will be employed, who is to assemble the children at such centres—two or more—as may be most convenient.

2. Where twenty to thirty children of school-going age are brought under regular instruction, the circuit teacher will get a salary not exceeding 5*l.* a month. A daily attendance of twenty scholars or more must be maintained.

3. Where ten or twenty children are brought under regular instruction the circuit teacher will get a salary not exceeding 3*l.* a month. A daily attendance of ten scholars or more must be maintained.

4. The residents at each centre will have to provide free board and lodging for the circuit teacher, whilst at their school-station.

5. Teachers will not be approved unless they produce evidence of good character and satisfy the Superintendent-General of Education of their qualifications to teach the English or Dutch language, writing, and arithmetic.

6. The scholars will be periodically examined, and the teacher will draw a capitation allowance for each scholar who passes, according to the scale laid down for private farm schools.

(f.) Private Farm Schools.

1. To encourage the instruction of the children of farmers and others who reside so far from a public school that they cannot avail themselves of the instruction therein provided, the Superintendent-General of Education is empowered, after inquiry

into the attendance and attainments of such children, to pay grants-in-aid on the following scale:—

For each child present on the day of inspection, and shown to have been under regular instruction—

	£	s.	d.
If under a certificated teacher	3	0	0
If under an uncertificated teacher	2	0	0

The capitation grants to be paid for children who, after examination, have passed the standards of elementary instruction, are as follows:—

	£	s.	d.
For a pass in the 1st (lowest) Standard	0	10	0
„ 2nd	0	15	0
„ 3rd	1	0	0
„ 4th or higher	1	5	0

2. The grants aforesaid may not be paid unless the farm or homestead where the children reside is situated not less than six miles from a public school, and unless there are ascertained to be on such farm or homestead not less than five* children under regular instruction.

3. No grants payable on account of the attendance and attainments of the children taught, and on account of allowances for indigent boarders (at the rate of not exceeding 12*l.* per annum), shall exceed in the aggregate 30*l.* per annum on one farm.

4. Teachers will not be approved unless they produce evidence of good character and satisfy the Superintendent-General of Education of their qualifications to teach the English or Dutch language, writing, and arithmetic.

5. Applicants for the grants shall furnish such information as is required from time to time by the Superintendent-General of Education or other inspector duly authorised, and shall comply with such regulations as may from time to time be made for satisfying the Government that the conditions of aid are in each case duly and *bona fide* fulfilled.

(g.) *Aborigines.*

Native Institutions.

1. Where school is kept for not less than four hours daily by a duly qualified teacher, assisted by another qualified teacher, and the average daily attendance is not less than one hundred, a fixed annual allowance will be made in aid of salaries, not exceeding 100*l.* for the first teacher, 40*l.* for the assistant teacher, and 10*l.* for the female superintending the needlework of the girls.

Native Schools.

2. Where school is kept for not less than four hours daily by a teacher qualified to give instruction in English as well as in

* For infants of five years and under no payment is made.

the native language, and the average daily attendance is not less than fifty, a fixed annual allowance will be made in aid of salaries, not exceeding 40*l.* for the teacher, and 10*l.* for the female superintending the needlework of the girls. Where the teacher is capable of giving instruction only in the native language a fixed annual allowance will be made in aid of his salary, not exceeding 20*l.*, provided the average daily attendance is not less than twenty-five.

Industrial Institutions.

3. To encourage native youths to become skilled workmen an allowance of 15*l.* per annum, maintenance money, will be made to males who, after one year's probation, shall have entered into a definite engagement with the authorities of the institution with which they are connected, for a further period not exceeding four years, nor less than two years, as apprentices to one of the following trades: carpentry, wagon-making, blacksmith's work, tailoring, shoemaking, printing, and bookbinding. This amount will also be allowed during the probationary year.

4. To encourage the female portion of the native youth to become habituated to and skilled in the performance of the duties of domestic civilised life, an allowance of 10*l.* per annum, maintenance money, will be made to females who, after three months' probation, shall have entered into a definite engagement with the authorities of the institution, for a further period not exceeding two years nor less than one year, as apprentices to household work.

5. It shall be incumbent on the authorities to provide suitable elementary education, either morning or evening, for all apprentices.

6. The number of those who can be received as apprentices being limited, it is desirable to bring other of the native youth under the influences of the missionary's home as much as possible by enabling them to reside in the institution for the purpose of being educated. For this object an allowance of 10*l.* to 12*l.* per annum (the exact amount being determined by the locality) will be made towards the maintenance of native boarders actually resident within the institution, and having, besides the ordinary school work, some industrial occupation, such as of field or garden labour, or special training for pupil teachers.

7. Boarders and apprentices may be considered as forming part of the required average of daily attendance.

8. To train native youths more effectually in the practical knowledge of trades, an annual allowance not exceeding 120*l.* will be given in aid of the salary of a qualified trade teacher in such of the departments of carpentry, wagon-making, smiths' work, and leather-work as may, with the consent of the Government, be attached to a native industrial institution; provided that no allowance shall be given, as a rule, for more than two trade departments in the same institution, nor for any trade department which is attended by less than fifteen resident native youths on probation before apprenticeship, or ten resident natives under definite engagement with the authorities of the

institution as apprentices in the trade department for which an allowance is made.

9. An allowance not exceeding 30*l.* will be given in aid of the outfit of tools, fittings, and materials for trade departments which may, with the consent of the Government, be attached to a native industrial institution.

III. ENROLMENT AND ATTENDANCE OF PUPILS.

During the years 1892-9, there was a gratifying increase of 74·2 per cent. in the number of pupils on the rolls of the Elementary Schools of the Colony. In 1892 the number on the rolls was 83,347; in December, 1898, it had risen to 135,805; in 1899, to 147,424.

There has also been for some years a steady improvement in the percentage of average attendance, the percentages for the years 1894-9 being as follows:—

73·73	for the year	1894.
73·86	„	1895.
74·41	„	1896.
74·90	„	1887.
76·97	„	1898.
77·16	„	1899.

In the report for 1898 the Superintendent-General writes:—
“In the Colony proper this marked improvement makes its appearance in almost every circuit. . . Indeed, in all these circuits except three, the increase in average attendance exceeds the increase in enrolment; and curiously enough the three exceptions are all in the Western Province. . . In the Transkei the state of matters is not so pleasing.”

The number of pupils on the rolls in the third quarter of 1899 was divided as follows:—

White -	- { Boys	- - 30,396	} 59,825.
40·58 p.c.	{ Girls	- - 29,429	
Coloured	- { Boys	- - 44,741	} 87,599.
59·42 p.c.	{ Girls	- - 42,858	

Among the white children the excess of boys over girls on the rolls steadily diminished during the period 1895-8. Among the coloured children, the boys outnumbered the girls for the first time in 1898.

The following table shows the increase in the number of schools:—

1895	Increase in number of schools over	1894, 218
1896	„	1895, 34
1897	„	1896, 83
1898	„	1897, 200
1899	„	1898, 132

In the two years 1898-9, the additional schools were classified according to the type as under :—

	1898	1899
First-class Public Schools - - - -	3	1
Second-class „ „ - - - -	3	- 2
Third-class „ „ - - - -	21	20
Poor Schools - - - -	50	31
Farm Schools - - - -	21	26
Special Schools - - - -	9	1
Evening Schools - - - -	3	- 2
Mission Schools - - - -	32	16
Aborigines Schools - - - -	60	41

With regard to Industrial Schools (classified above under special schools) the Superintendent-General writes in his report for 1899 that “unfortunately most of them are conducted in an amateurish fashion, the teachers placed in charge having in almost every case had no previous training for such special work. Notwithstanding the best intentions of the promoters, therefore, the work done in them is not nearly so effective as it might otherwise be. . . . Another regrettable fact is that in many cases unsuitable children have been admitted—unsuitable as regards age, or as regards the circumstances of their parents.”

In the six years 1892-8, the total number of schools in operation increased from 1,510 to 2,588. “But,” adds the Superintendent-General, “notwithstanding the immense preponderance of the coloured people, they have had but a small share in the advantage resulting from the progressive movement, for of the 1,078 additional schools, 780 are appropriated to the white population.” But it will be seen that alike in 1898 and 1899 the figures are characterised by a considerable increase in the number of schools for coloured children.

The following table shows the numbers of schools which lapsed in the four years 1896-9 :—

In 1896 the number of schools closed was	390
„ 1897	309
„ 1898	293
„ 1899	340

Of the 340 schools which lapsed in 1899, 186 were farm schools, 68 third class public schools 41 poor schools, 26 mission schools, and 15 aborigines schools.

School Libraries.—Efforts have been made by the Department to encourage the establishment of school libraries. In the years 1898 and 1899 the movement for the formation of these libraries made unexpectedly good progress. In December 1898 there were 157 libraries in existence, an increase of about 28 per cent. on the total reached in the previous year; in December 1899, 205 libraries, or an increase of 30·5 per cent.

The Superintendent-General reports on this subject:—"Of the seventy-seven schools of the first class there are still eleven which are in this respect defective." "The managers of some schools, and perhaps to a greater extent the principals of them, are unquestionably neglecting an important part of their duty to the young people placed under their charge. It is pleasing to report that, as the result of a circular letter from the Department directing attention to the cheap edition of the *Encyclopædia Britannica*, and offering to pay half the cost of it, as many as thirty-five of these schools provided themselves in 1898 with a copy of this valuable work."

IV. SCHOOL CURRICULA.

(a) SYLLABUS OF THE ELEMENTARY SCHOOL COURSE.

[Pupils may take their Standards either in English or in Dutch. If both English and Dutch be taken, only the half of the English and the half of the Dutch Reading Book need be prepared.]

Besides the ordinary Reading Book for each Standard, a special Reading Book (say) on Geography, History, or Science will be found very helpful. The copies of the latter book need not belong to the pupils, but to the school.

To pupils who pass in Standard VII. a certificate is awarded by the Department.]

SUB-STANDARD B

READING. To read with ease from a Primer containing sentences composed of monosyllabic words.

***WRITING AND SPELLING.** To write on slate between lines simple words from the Infant Reader. To write the figures 1 to 9.

ARITHMETIC. (1) *Written.* Reading and writing of numbers of not more than two figures. (2) *Mental.* Addition of 2, 3, and 4 to numbers not greater than 36. Subtraction of 2, 3, and 4 from such numbers. Multiplication and division not involving any number greater than 12.

NEEDLEWORK. Drills. Simple hemming with coloured cottons. The knitting stitch.

†DRAWING. Horizontal and perpendicular lines, leading to figures and patterns drawn on slates ruled in squares.

* The style of handwriting approved by the Department is that sometimes known as "Semi-upright," and is exemplified in Ramage's *Systematic Handwriting*, and in Philips' *Semi-upright*, Nelson's *Royal*, Chambers' *Government Hand*, Collins' *New Graphic*, Vere Foster's *Medium*, and other Copy Books.

† In connection with Drawing in this and other Standards, attention is particularly directed to I. H. Morris's *The Teaching of Drawing*.

STANDARD I.

READING. To read intelligently from a Standard I. Reading Book.

RECITATION. To repeat 12 lines of simple verse, with knowledge of the meaning.

WRITING AND SPELLING. To write on slate a line, containing at least one capital letter, dictated word by word from the Reading Book. To show a finished copy-book in large hand, containing at least one page of figures.

ARITHMETIC. (1) *Written*. Reading and writing numbers of not more than four figures. Addition of five numbers of not more than three figures; subtraction of one such number from another. (2) *Mental*. Exercises in addition, subtraction, multiplication, and division, not involving acquaintance with any number above 25.

NEEDLEWORK. Hemming: sew and fell seam. A simple article of use, in which only hemming and seaming are needed. Some simple knitted article.

DRAWING. As for Sub-Standard, on slates or on paper, with slanting lines in addition.

STANDARD II.

READING. To read intelligently from a Standard II. Reading Book.

RECITATION. To repeat 20 lines of poetry, with knowledge of the meaning.

WRITING AND SPELLING. To write on slate three lines dictated phrase by phrase from the Reading Book. To show a finished copy-book, in large hand and medium hand, containing at least one page of figures.

ARITHMETIC. (1) *Written*. Reading and writing of numbers of not more than seven figures. Addition of six numbers of not more than six figures, subtraction of one such number from another, multiplication of any two numbers whose product contains not more than seven figures, and division of such a number by any number under thirteen. (2) *Mental*. Exercises in addition, subtraction, multiplication, and division, not involving acquaintance with any number above 100.

GEOGRAPHY. To know the chief natural features of the country in the vicinity of the school; to know the cardinal points; to draw a plan of the schoolroom; to be familiar with a plan of the immediate neighbourhood of the school.

NEEDLEWORK. The work of the previous Standard, with greater skill. Any garment or other useful article as for St. I. Knitting, with two needles, plain and purled, *e.g.*, cuffs.

DRAWING. More difficult figures and patterns on paper, involving horizontal, perpendicular, and slanting lines.

STANDARD III.

READING. To read intelligently from a Standard III. reading book.

RECITATION. To repeat 32 lines of poetry with knowledge of the meaning.

WRITING AND SPELLING. To write on slate six lines dictated from the Reading Book, and ten other words selected from a single page of the same. To show a finished copy-book containing large hand, medium hand, and small hand, having at least one page of figures.

ARITHMETIC. (1) *Written*. Addition, subtraction, multiplication, and division of whole numbers and sums of money. (2) *Mental*. The same as the written work. Use of the fact that 1d. per unit is the same as 1s. per dozen, and of similar facts. Knowledge of the relations between the common weights and measures, with easy exercises. *Tables of Weights and Measures*. Ounce, pound, cwt., ton; inch, foot, yard, mile; sq. inch, sq. foot, sq. yd.; pint, gallon; second, minute, hour, day.

GRAMMAR. To tell the *subject and predicate* of a simple sentence. To point out *nouns, verbs, adjectives, and adverbs*.

GEOGRAPHY. To know the mode of representing on a map the different surface features; to be familiar with a map of the Division in which the school is situated, and with the position of the Division on the map of the Colony.

NEEDLEWORK. Work of previous Standards. Stitching, feather-stitching and herring-boning on canvas and other suitable material. A single garment. Use of four needles in knitting.

DRAWING. Drawing up to Standard I. in *Morris's* book.

STANDARD IV.

READING. To read fluently and intelligently from a Standard IV. Reading Book, or an ordinary narrative from any other source.

RECITATION. To recite 40 lines of poetry, with knowledge of the meaning and allusions.

WRITING AND SPELLING. To write on slate or paper six lines dictated from the Reading Book, and fifteen other words selected from a single page of the same. To show a finished copy-book in medium hand and small hand, containing at least one page of figures.

ARITHMETIC. (1) *Written*. Addition, subtraction, multiplication, and division of weights and measures. Different ways of expressing a given weight or measure. The principle involved in the process known as "Practice," with easy exercises. Easy "Proportion" exercises. (2) *Mental*. The same as the written work. Easy operations with very simple fractions (halves, quarters, eighths, thirds, sixths, twelfths). *Tables of Weights and Measures*. Dram, ounce, pound, quarter, cwt., ton; Cape cwt., Cape ton; inch, foot, yard, pole, furlong, mile; square inch, square foot, square yard, square pole, rood, acre, square mile; Cape sq. foot, Cape sq. rood, morgen, acre; cubic inch, cubic foot, cubic yard; gill, pint, quart, gallon, bushel; anker, half-aum, leaguer; bushel, quart; bushel, muid; second, minute, hour, day, week, month, year.

GRAMMAR. To analyse a simple sentence, and to tell the grammatical names of the words in it. To know the inflection of nouns and verbs. To correct grammatical errors in a simple sentence.

COMPOSITION. To reproduce, after hearing it read twice, a simple story of about 10 lines in length.

GEOGRAPHY. The form of the Earth; Day and Night; Latitude and Longitude. To know the map of the Cape Colony, including features of coastline, chief mountain ranges, chief rivers and their basins, railways, situations and chief industries of towns having over 2,000 inhabitants. To draw said map from memory. Position of South Africa on the Globe. Names and situations of the various continents and oceans.

NEEDLEWORK. Button-holing on canvas. Tapes for fastening, for hanging, and for strengthening an opening. Run and fell seam. Gathering and setting in. A finished garment. Some useful knitted article.

DRAWING. Drawing up to Standard II. in *Morris's Book*.

STANDARD V.

READING. To read fluently and intelligently from a Standard V. Reading Book, or a passage from any standard historical author.

RECITATION. To recite 60 lines of poetry, with knowledge of meaning and allusions.

WRITING AND SPELLING. To write on paper to dictation 30 words selected from three consecutive pages of the Reading Book. To show a finished copy-book and a home-exercise book.

ARITHMETIC. (1) *Written.* General notation for fractions, and the usual operations with fractions expressed in this notation. More difficult "Proportion" and "Practice" exercises. Making out of tradesmen's accounts. (2) *Mental.* The same as the written work, with special attention to exercises regarding *tenths, hundredths, thousandths, &c.*

GRAMMAR. To analyse an easy sentence containing one subordinate clause, and to parse fully the words in it. To correct grammatical errors in a similar sentence.

COMPOSITION. To reproduce, after hearing it read twice, a short narrative.

GEOGRAPHY. The Seasons. Africa and Europe, including features of coastline, chief mountain ranges, chief rivers and their basins. chief states or territorial divisions and their capitals; situations and chief industries of towns over 250,000 inhabitants, commercial relations with Cape Colony. Map drawing from memory.

HISTORY. English: the period 1066—1485. Cape Colony: the early period up to 1820.

NEEDLEWORK. (a) *Making and Stitching.* Hemming, gathering, setting in and seaming as for underlinen, pinafores, and other outside garments and frocks; an untrimmed garment applying above processes. (b) *Mending.* Patching in flannel (herring-bone stitch), plain darning as for thin places on

stocking-web. (c) *Knitting*. A simple-knitted garment. (d) *Cutting-out*. Flat patterns of a chemise and a pinafore for a child.

*WOOD-WORK. (1) *Practical Wood-working*: Exercises 1-10 of Young's *Working Diagrams for Manual Training*. (2) *Drawing (full size)*: (a) Projection of rectangular solids: (b) The plans and elevations of the exercises of the year; (c) Simple isometric drawing. (3) *Theory*: (a) To name a few common kinds of hard and of soft wood and to tell where they are chiefly grown; (b) The construction and use of the tools required in the exercises for the year.

DRAWING Freehand and geometrical drawing up to Standard III. in *Morris's Book*.

STANDARD VI.

READING. To read fluently and intelligently from a Standard VI. Reading Book, or a prose dialogue from any standard author.

RECITATION. To recite eighty lines of poetry, with knowledge of meanings and allusions.

WRITING AND SPELLING. To write on paper to dictation thirty words selected from the Reading Book. To show home-exercise books.

ARITHMETIC. (1) *Written*. Short notation for decimal fractions and the usual operations with fractions expressed in this notation. Calculation of percentages, including interest. Mensuration of rectangular surfaces and solids. (2) *Mental*. The same as the written work.

GRAMMAR. To analyse a complex prose sentence containing at least two subordinate clauses, one of which may be subordinate to the other, and to parse the words in it. To correct grammatical errors in a similar sentence. To tell the meanings and use of the principal prefixes and suffixes.

COMPOSITION. To describe some familiar natural object, or write a business letter, the general scope of which is given.

GEOGRAPHY. Climate, Winds, Rainfall. The remaining continents, including features of coastline, chief mountain ranges, chief rivers and their basins, chief states and their capitals, situations, and chief industries of towns having over 200,000 inhabitants; commercial relations with Cape Colony. Map drawing from memory.

HISTORY. English: the period 1485-1688 Cape Colony: the period 1820 up to present time.

NEEDLEWORK. (a) *Making and Stitching*. Work of previous year, button-holing and sewing on of buttons, a single garment

* In connection with Wood-work in this and other standards, attention is particularly directed to C. S. Young's *Manual Training for the Standards*.

to be cut out by maker. (b) *Mending*. Plain darning of a hole on stocking-web. (c) *Knitting*. A simple knitted garment. (d) *Cutting-out*. Flat pattern of a baby's first shirt, drawers for a child, and garments set in previous year.

WOOD-WORK. (1) *Practical Wood-working*: Exercises 11–20 of Young's *Working Diagrams for Manual Training*. (2) *Drawing* (full size or to a larger scale): (a) Simple solids in plan, elevation, and section; (b) Construction of plain scales; (c) The plans, elevations, and sections of the exercises for the year; (d) Isometric drawing. (3) *Theory*. (a) The felling, seasoning, and uses of the common varieties of hard and soft woods; (b) The construction and use of the tools required in the exercises for the year.

DRAWING. Freehand and geometrical (scale) drawing up to Standard IV. in *Morris's* books.

STANDARD VII.

[Upon passing which the Department awards a certificate.]

READING. To read fluently and intelligently a dialogue in blank verse from any standard author.

RECITATION. To recite 100 lines of verse from a standard dramatic author, with knowledge of meanings and allusions.

WRITING AND SPELLING. To write on paper to dictation thirty words selected from a work of any well-known modern author. To show home-exercise books.

ARITHMETIC. (1) *Written*. Practical applications connected with Interest (Simple and Compound), Profit and Loss, Discount, Stocks, Mensuration of the triangle and circle. (2) *Mental*. The same as the written work.

GRAMMAR. Analysis and parsing; rules of syntax; correction of grammatical errors; word-formation from the common and more important roots.

COMPOSITION. To write an essay, of about thirty lines in length, on one of three given subjects.

GEOGRAPHY. The chief Ocean Currents. The British Isles, British Colonies and Dependencies in greater detail. Geographical distribution of the principal commercial products.

HISTORY. English: the period 1066—1688. Cape Colony: the entire period.

NEEDLEWORK. (a) *Making and Stitching*. Work of previous years, tucks, gussets, and garments showing stitches of this and previous years, to be cut out by maker. (b) *Mending*. Patching in calico and print, darning on coarse linen (diagonal cut) and on woollen material (hedge tear). (c) *Knitting*. Any ordinary gar-

ment. (d) *Cutting-out.* Flat pattern of garment made for the year, of pattern set for the previous years, of chemise for an adult, and of night-dress for an adult.

WOOD-WORK. (1) *Practical Wood-working.* (a) Exercises 21-32 of Young's *Working Diagrams for Manual Training*; (b) To use the tools required for this and the previous years, and to sharpen a chisel or plane iron. (2) *Drawing* (to scale): (a) More difficult examples in orthographic and isometric projection; (b) The plans, elevations, sections, and isometric projections of the exercises for the year. (3) *Theory*: (a) The growth, felling, seasoning, and uses of the common varieties of hard and soft woods; (b) The use of nails, screws, and glue; (c) The construction and use of the ordinary wood-working tools.

DRAWING. Free and geometrical and model drawing up to Standard V. in *Morris's* book.

In 1898 and 1899 there were respectively 109,912 and 121,827 pupils present at inspection, and after examination they were classified as follows:—

	1898.		1899.	
	—	Percentage of Total.	—	Percentage of Total.
Sub-Standard - - -	52,854	48·08	58,876	48·33
Standard I. - - -	16,491	15·00	17,746	14·56
II. - - -	14,861	13·52	16,178	13·28
III. - - -	10,421	9·48	11,555	9·49
IV. - - -	7,155	6·51	7,860	6·45
V. - - -	3,571	3·25	4,290	3·52
VI. - - -	1,959	1·78	2,084	1·71
VII. - - -	673	·61	866	·71
Ex-Standard - - -	390	·36	484	·39
Unclassified - - -	1,537	1·39	1,888	1·54

The large number of pupils below Standard I. was due partly to the large increase in the number of new schools started during the two years, and partly to the increase of Kindergarten schools among the white population. A more satisfactory test of progress is that afforded by a comparison of the numbers of pupils in the upper standards. Thus the percentage of pupils above Standard IV. was in—

1895.	1896.	1897.	1898.	1899.
5·82	6·68	7·04	7·39	7·87

The interest taken in Manual Occupations is well borne out by the reports on the work of the schools in this department in 1897-9:—

BOYS' HANDIWORK.—Very fair progress continues to be made in the teaching of Handiwork to boys. The following are the figures for the past five years:—

Year.	No. of Schools.	No. of Pupils taught.
1895 - - - - -	34	1,063
1896 - - - - -	42	1,443
1897 - - - - -	47	1,775
1898 - - - - -	—	2,260
1899 - - - - -	—	2,292

Of the 2,292 pupils under instruction in 1899, 837 presented themselves for examination in December, with, on the whole, very satisfactory results. The percentage of pupils presenting themselves for examination is regarded as still much too low, but in 1899 the character of the instruction is reported to have been much improved. The results of the examination were:—

—	1st Grade Certificate.	2nd Grade Certificate.	Total.
First Wood-work Standard - - -	61	280	341
Second " " - - -	56	116	172
Third " " - - -	24	47	71
Totals - - - - -	141	343	584
The corresponding numbers for the preceding year were - - -	138	487	625

GIRLS' HANDIWORK.—Still greater progress is noted in the teaching of Needlework to Girls. Over 4,000 more girls have been under instruction than was the case a year ago. The figures for the two years are:—

Year.	No. of Schools.	No of Pupils taught.
1898 - - - - -	1,511	43,320
1899 - - - - -	1,628	47,912

In the report for 1899, remarkable figures are given showing the progress in Vocal Music, to the neglect of which Dr. Muir

drew special attention in his first report in 1892. The following are the statistics for the three years 1897-9.

—	Number of Schools in which Vocal Music was taught.	Number of Pupils Taught Vocal Music.
1897	771	46,249
1898	936	58,689
1899	1,209	96,183

Gratifying progress is also reported in Drawing—a subject formerly much neglected. In 1899 it was taught in 612 schools to 29,115 pupils. There has also been an increase in the number of well equipped laboratories for teaching Chemistry and Physics.

(B) SYLLABUS OF THE HIGH SCHOOL COURSE (1899).

[Pupils may take their standards either in English or in Dutch. If both English and Dutch be taken, only the half of the English and the half of the Dutch Reading Book need be prepared.

Besides the ordinary Reading Book for each standard, a special Reading Book (say) on geography, history, or science will be found very helpful. The copies of the latter book need not belong to the pupils, but to the school.]

SUB-STANDARD B.

READING. To read with ease from an Infant Reader containing sentences composed of monosyllabic words.

* WRITING AND SPELLING. To write on slates between lines simple words from the Infant Reader. To write the figures 1 to 9.

ARITHMETIC. (1) *Written*. Reading and writing of numbers of not more than two figures. (2) *Mental*. Addition of 2, 3, and 4 to numbers not greater than 36. Subtraction of 2, 3, and 4 from such numbers. Multiplication and division not involving any number greater than 12.

NEEDLEWORK. Drills. Simple hemming with coloured cottons. The knitting stitch.

† DRAWING. Horizontal and perpendicular lines, leading to figures and patterns drawn on slates ruled in squares.

STANDARD I.

READING. To read intelligently from a Standard I. Reading Book.

* The style of handwriting approved by the Department is that sometimes known as "Semi-upright," and is exemplified in Ramage's *Systematic Handwriting*; Philips' *Semi-upright*, Nelson's *Royal*, Chambers' *Government Hand*, Collins' *New Graphic*, Vere Foster's *Medium Copy Books* and others.

† In connection with Drawing in this and other Standards, attention is particularly directed to I. H. Morris's *The Teaching of Drawing*.

RECITATION. To repeat 12 lines of simple verse, with knowledge of the meaning.

WRITING AND SPELLING. To write on slate a line, containing at least one capital letter, dictated word by word from the Reading Book. To show a finished copy-book in large hand, containing at least one page of figures.

ARITHMETIC. (1) *Written.* Reading and writing numbers of not more than four figures. Addition of five numbers of not more than three figures; subtraction of one such number from another. (2) *Mental.* Exercises in addition, subtraction, multiplication, and division, not involving acquaintance with any number above 25.

NEEDLEWORK. Hemming: sew and fell seam. A simple article of use, in which only hemming and seaming are needed. Some simple knitted article.

DRAWING. As for Sub-Standard, on slates or on paper, with slanting lines in addition.

STANDARD II.

READING. To read intelligently from a Standard II. Reading Book.

RECITATION. To repeat 20 lines of poetry, with knowledge of the meaning.

WRITING AND SPELLING. To write on slate three lines dictated phrase by phrase from the Reading Book. To show a finished copy-book, in large hand and medium hand, containing at least one page of figures.

ARITHMETIC. (1) *Written.* Reading and writing of numbers of not more than seven figures. Addition of six numbers of not more than six figures, subtraction of one such number from another, multiplication of any two numbers whose product contains not more than seven figures, and division of such a number by any number under thirteen. (2) *Mental.* Exercises in addition, subtraction, multiplication, and division, not involving acquaintance with any number above 100.

GEOGRAPHY. To know the chief natural features of the country in the vicinity of the school; to know the cardinal points; to draw a plan of the schoolroom: to be familiar with a plan of the immediate neighbourhood of the school.

NEEDLEWORK. The work of the previous Standard, with greater skill. Any garment or other useful article as for St. I. Knitting, with two needles, plain and purled, *e.g.*, cuffs.

DRAWING. More difficult figures and patterns on paper involving horizontal, perpendicular and slanting lines.

STANDARD III.

READING. To read intelligently from a Standard III. Reading Book.

RECITATION. To repeat 32 lines of poetry with knowledge of the meaning.

WRITING AND SPELLING. To write on slate six lines dictated from the Reading Book, and ten other words selected from a

single page of the same. To show a finished copy-book containing large hand, medium hand, and small hand, having at least one page of figures.

ARITHMETIC. (1) *Written*. Addition, subtraction, multiplication, and division of whole numbers and sums of money. (2) *Mental*. The same as the written work. Use of the fact that 1d. per unit is the same as 1s. per dozen, and of similar facts. Knowledge of the relations between the common weights and measures, with easy exercises. *Tables of Weights and Measures*. Ounce, pound, cwt., ton; inch, foot, yard, mile; sq. inch, sq. ft., sq. yd.; pint, quart, gallon; second, minute, hour, day.

GRAMMAR. To tell the *subject* and *predicate* of a simple sentence. To point out *nouns*, *verbs*, *adjectives*, and *adverbs*.

GEOGRAPHY. To know the mode of representing on a map the different surface features: to be familiar with a map of the Division in which the school is situated, and with the position of the Division on the map of the Colony.

NEEDLEWORK. Work of previous Standards. Stitching, feather-stitching, and herring-boning on canvas and other suitable material. A single garment. Use of four needles in knitting.

DRAWING. Drawing up to Standard I. in Morris's book.

STANDARD IV.

READING. To read fluently and intelligently from a Standard IV. Reading Book, or an ordinary narrative from any other source.

RECITATION. To recite 40 lines of poetry, with knowledge of the meaning and allusions.

WRITING AND SPELLING. To write on slate or paper six lines dictated from the Reading Book, and fifteen other words selected from a single page of the same. To show a finished copy-book in medium hand and small hand, containing at least one page of figures.

ARITHMETIC (1) *Written*. Addition, subtraction, multiplication, and division of weights and measures. Different ways of expressing a given weight or measure. The principle involved in the process known as "Practice," with easy exercises. Easy "Proportion" exercises. (2) *Mental*. The same as the written work. Easy operations with very simple fractions (halves, quarters, eighths, thirds, sixths, twelfths). *Tables of Weights and Measures*. Dram, ounce, pound, quarter, cwt., ton; Cape cwt., Cape ton; inch, foot, yard, pole, furlong, mile; square inch, square foot, square yard, square pole, rood, acre, square mile; Cape sq. ft., Cape sq. rood, morgen, acre; cubic inch, cubic foot, cubic yard; gill, pint, quart, gallon, bushel; anker, half-um, leaguer; bushel, quarter; bushel, muid; second, minute, hour, day, week, month, year.

GRAMMAR. To analyse a simple sentence, and to tell the grammatical names of the words in it. To know the inflection

of nouns and verbs. To correct grammatical errors in a simple sentence.

COMPOSITION. To reproduce, after hearing it read twice, a simple story of about 10 lines in length.

GEOGRAPHY. The form of the Earth; Day and Night; Latitude and Longitude. To know the map of the Cape Colony, including features of coastline, chief mountain ranges, chief rivers and their basins, railways, situations and chief industries of towns having over 2,000 inhabitants. To draw said map from memory. Position of South Africa on the Globe. Names and situations of the various continents and oceans.

NEEDLEWORK. Button-holing on canvas. Tapes for fastening, for hanging, and for strengthening an opening. Run and fell seam. Gathering and setting in. A finished garment. Some useful knitted article.

DRAWING. Drawing up to Standard II. in Morris's Book.

STANDARD V.

READING. To read fluently and intelligently from a Standard V. Reading Book, or a passage from any standard historical author.

RECITATION. To recite 60 lines of poetry, with knowledge of meaning and allusions.

WRITING AND SPELLING. To write on paper to dictation thirty words selected from three consecutive pages of the Reading Book. To show a finished copy-book and a home-exercise book.

ARITHMETIC. (1) *Written*. General notation for fractions, and the usual operations with fractions expressed in this notation. More difficult "Proportion" and "Practice" exercises. Making out of tradesmen's accounts. (2) *Mental*. The same as the written work, with special attention to exercises regarding *tenths, hundredths, thousandths, &c.*

GRAMMAR. To analyse an easy sentence containing one subordinate clause, and to parse fully the words in it. To correct grammatical errors in a similar sentence.

COMPOSITION. To reproduce, after hearing it read twice, a short narrative.

LATIN (or a Modern Language). Introductory instruction. *This subject will not be specially examined.*

GEOGRAPHY. The Seasons. Africa and Europe, including features of coastline, chief mountain ranges, chief rivers, and their basins, chief states or territorial divisions and their capitals: situations and chief industries of towns having over 250,000 inhabitants; commercial relations with Cape Colony. Map drawing from memory.

HISTORY. English: the period 1066—1485. Cape Colony: the early period up to 1820.

NEEDLEWORK. (a) *Making and Stitching*. Hemming, gathering, and setting in and seaming as for underlinen, pinafores and

other outside garments, and frocks; an untrimmed garment applying above processes. (b) *Mending*. Patching in flannel (herring-bone stitch), plain darning as for thin places on stocking-web (c) *Knitting*. A simple-knitted garment. (d) *Cutting out*. Flat patterns of a chemise and a pinafore for a child.

*WOOD-WORK. (1) *Practical Wood-working*: Exercises 1-10 of Young's *Working Diagrams for Manual Training*. (2) *Drawing (full size)*: (a) Projection of simple rectangular solids; (b) The plans and elevations of the exercises for the year. (c) Simple isometric drawing. (3) *Theory*: (a) To name a few common kinds of hard and of soft wood, and to tell where they are chiefly grown; (b) The construction and use of the tools required in the exercises for the year.

DRAWING. Freehand and geometrical drawing up to Standard III. in Morris's book.

HIGH SCHOOL STANDARD A.

READING. To read fluently and intelligently from a Standard VI. Reading Book, or a prose dialogue from any standard author.

RECITATION. To recite 80 lines of poetry from a standard author, with knowledge of meaning and allusions.

WRITING AND SPELLING. To write on paper to dictation thirty words selected from the Reading Book. To show home-exercise books.

GRAMMAR. To analyse a complex prose sentence containing at least two subordinate clauses, one of which may be subordinate to the other, and to parse the words in it. To correct grammatical errors, in a similar sentence. To tell the meaning and use of the principal prefixes and suffixes.

COMPOSITION. To describe some familiar natural object, or write a business letter, the general scope of which is given.

GEOGRAPHY. Climate, Winds, Rainfall. North and South America, Asia, Australasia, including features of coastline, chief mountain ranges, chief rivers and their basins, chief states and their capitals, situations and chief industries of towns having over 200,000 inhabitants; commercial relations with Cape Colony. Map drawing from memory.

HISTORY. English: the period 1485-1688. Cape Colony: The period 1820 up to the present time. *Pupils will not be individually examined in this subject. In addition to the ordinary text-book, the use of a Historical Reader is recommended.*

LATIN (or a Modern Language). Elementary Accidence up to and including the indicative mood of the active and passive voices of regular verbs, with easy corresponding exercises in translation into and from English. (Any text-book similar to Macmillan's Latin Course, Part I., will indicate the range.)

MODERN LANGUAGE (or Latin). An ordinary first year's course

* In connection with Wood-work in this and other Standards, attention is particularly directed to C. S. Young's *Manual Training for the Standards*.

in Elementary Grammar and Translation, practice being given in reading and in writing to dictation. (Any text-book similar to Macmillan's First Year's Course in French, for example, will indicate the range of examination.)

ARITHMETIC. (1) *Written*. Short notation for decimal fractions and the usual operations with fractions expressed in this notation. Calculation of percentages, including interest. Mensuration of rectangular surfaces and solids. (2) *Mental*. The same as the written work.

MATHEMATICS. Introductory instruction. *This subject will not be examined.*

NEEDLEWORK. (a) *Making and Stitching*. Work of previous year, button-holing and sewing on of buttons, a simple garment to be cut out by maker. (b) *Mending*. Plain darning of a hole on stocking-web. (c) *Knitting*. A simple knitted garment. (d) *Cutting out*. Flat pattern of a baby's first shirt, drawers for a child, and garments set for Standard V.

WOODWORK. (1) *Practical Woodworking*: Exercise 11-20 of Young's *Working Diagrams for Manual Training*. (2) *Drawing (full size or to a larger scale)*: (a) Simple solids in plan, elevation, and section; (b) Construction of plain scales; (c) The plans, elevations, and sections of the exercises for the year; (d) Isometric drawing. (3) *Theory*: (a) The felling, seasoning, and uses of the common varieties of hard and soft woods; (b) The construction and use of the tools required in the exercises for the year.

DRAWING. Freehand and geometrical (scale) drawing up to Standard IV. in Morris's Book.

HIGH SCHOOL STANDARD B.

READING. To read fluently and intelligently a dialogue in blank verse from any standard author.

RECITATION. To recite 100 lines of verse from a standard dramatic author, with knowledge of meaning and allusions.

WRITING AND SPELLING. To write on paper to dictation thirty words selected from a work of any well-known modern author. To show home-exercise books.

GRAMMAR. Analysis and parsing; rules of syntax; correction of grammatical errors; word-formation from the more common and important roots.

COMPOSITION. To write an essay, of about 30 lines in length on one of three given subjects.

GEOGRAPHY. The chief Ocean Currents. The British Isles; British Colonies and Dependencies in greater detail; Geographical distribution of the principal commercial products. *Pupils will not be individually examined in this subject. In addition to the ordinary text-book, the use of a Geographical Reader is recommended.*

HISTORY. English: the period 1066-1688. Cape Colony: the entire period. *Pupils will not be individually examined in this subject. In addition to the ordinary text-book, the use of a Historical Reader is recommended.*

LATIN (or a Modern Language). All elementary Accidence beyond the previous stage, with easy corresponding exercises in Translation into and from English. (Any text-book similar to Macmillan's Latin Course, Part II., will indicate the range.)

MODERN LANGUAGE (or Latin). An ordinary second year's course in Elementary Accidence and Translation, practice being given in reading, and in writing to dictation. (Any text-book similar to Macmillan's Second Year's Course in French, for example, will indicate the range of examination.)

ARITHMETIC. (1) *Written*. Practical applications connected with Interest (Simple and Compound), Profit and Loss, Discount, Stocks, Mensuration of the triangle and circle. (2) *Mental*. The same as the written work.

MATHEMATICS. (1) *Algebra*. Addition, subtraction, multiplication, division. Resolution into factors. Solution of Equations of the first degree in one variable, and easy problems leading to such equations. (2) *Geometry*. Euclid Book I. 1-26, with questions on the subject matter and easy exercises.

NEEDLEWORK. (a) *Making and Stitching*. Work of previous year, tucks, gussets, and garments showing stitches of this and previous years, to be cut out by maker. (b) *Mending*. Patching in calico and print, darning on coarse linen (diagonal cut) and on woollen material (hedge tear). (c) *Knitting*. Any ordinary garment. (d) *Cutting-out*. Flat pattern of garment made for the year, of pattern set for previous year, of chemise for an adult, and of nightdress for an adult.

WOOD-WORK. (1) *Practical Wood-working*: (a) Exercises 21-32 of Young's *Working Diagrams for Manual Training*; (b) To use the tools required for this and the previous years, and to sharpen a chisel or plane iron. (2) *Drawing (to scale)*: (a) More difficult examples in orthographic and isometric projection; (b) The plans, elevations, sections and isometric projections of the exercises of the year. (3) *Theory*: (a) The growth of the common varieties of hard and soft woods; (b) The uses of nails screws and glue; (c) The construction and use of the ordinary wood-working tools.

DRAWING. Freehand, geometrical and model drawing up to Standard V. in Morris's Book.

HIGH SCHOOL STANDARD C.

RECITATION. To recite 120 lines from a standard dramatic author, with knowledge of allusions and meaning.

WRITING TO DICTATION. To write with correct punctuation a continuous passage of eight lines dictated from a standard modern prose book, also twelve difficult words selected from the same.

GRAMMAR. Analysis of a complex sentence from a standard dramatic poet, together with revisal of work of previous years.

COMPOSITION. Paraphrasing of a passage in verse, and revisal of the work of previous years.

LATIN (or a Second Modern Language). Accidence, simple syntax, parsing and analysis of easy sentences from the Latin

Reading Book used in class. Translation of detached sentences from and into English.

MODERN LANGUAGE. An ordinary third year's course in Elementary Grammar and Translation, practice being given in reading and writing to dictation. Recitation of 30 lines of modern poetry.

SECOND MODERN LANGUAGE (or Latin). An ordinary first year's course in Elementary Grammar and Translation, practice being given in reading and in writing to dictation. (Any textbook similar to Macmillan's First Year's Course in French, for example, will indicate the range of examination.)

ARITHMETIC. Revisal of the work of the previous years, with extraction of square and cube roots, and roots depending upon these.

MATHEMATICS. (1) *Algebra*: Involution and evolution. Highest common factor and lowest common multiple. Fractions. Solution of equations of the first degree in one and two variables. (2) *Geometry*: Euclid, Book I. and Book III., 1-12, with questions on the subject matter and easy exercises.

SCIENCE. One of the following:—

(a) *Agriculture*: Mills and Shaw's First Principles of Agriculture will indicate the range.

(b) *Botany*: Edmonds and Marloth's Elementary Botany for South Africa (Longmans) will indicate the range.

(c) *Chemistry*: W. S. Furneaux's Elementary Chemistry (Longmans), the Inorganic part only, will indicate the range.

(d) *Domestic Economy*: Nelson's Domestic Economy for Teachers, omitting Section IV., will indicate the range.

(e) *Physics*: Mark Wright's Elementary Physics (Longmans) will indicate the range.

HIGH SCHOOL STANDARD D.

RECITATION. To recite 150 lines from the poetical work set for the University matriculation examination.

SPELLING. To write out correctly a passage containing errors in spelling and punctuation.

GRAMMAR. Revisal of the work of previous years.

COMPOSITION. Correction of errors in composition: paraphrasing, essay writing. For the essay, pupils will be required to select one of three given subjects chosen from the prose and poetical works set for the University matriculation examination. The essay should occupy not less than one, and not more than two pages of foolscap.

LITERATURE. The works set for the University matriculation examination.

LATIN (or a Second Modern Language). Translation into English of work set for the University matriculation examination, with study of special points of grammar involved. Accidence, simple syntax, parsing and analysis of sentences. Translating from and into English, detached sentences and continuous prose passages.

MODERN LANGUAGE. Writing to dictation. Recitation of thirty lines of modern poetry with knowledge of allusions. Accidence, simple syntax, parsing and analysis of sentences. Translating into English and from English detached sentences and continuous prose passage.

SECOND MODERN LANGUAGE (or Latin). An ordinary second year's course in elementary grammar and translation, practice being given in reading, and in writing to dictation. (Any text-book similar to Macmillan's Second Year's Course in French, for example, will indicate the range of examination.)

ARITHMETIC. Revisal of the work of previous years, with special attention to problems.

MATHEMATICS. (1) *Algebra*. Addition, subtraction, multiplication and division. Involution and evolution. Resolution into factors; highest common factor; lowest common multiple. Fractions. Solution of equations of the first degree in one, two and three variables. Solution of equations of the second degree in one variable, and simple cases in two variables. Easy problems leading to such equations. (2) *Geometry*. Euclid Books I, II, and III., with simple deductions, and questions on the subject matter.

SCIENCE. Any one of the science subjects specified in Appendix I, immediately following, the scope being as there indicated.

APPENDIX I.

Optional Subjects.

Particulars are given below regarding the requirements in the optional subjects of the University Matriculation Examination. These may be considered as attached to High School Standard D. A pupil may be presented for examination in one of the following optional subjects (the science subject chosen from among them to complete the requirements of Standard D. not being reckoned) :—

I. GREEK. Translation into English of passages from set work, with questions on the subject-matter of the same, and questions on special points of grammar involved in the passages to be translated. Accidence, Simple Syntax, and Parsing. Translation into English of (a) some detached sentences, and (b) a simple continuous prose passage from a work not prescribed; Translation from English into Greek of some detached sentences.

II. HISTORY. The General History of Modern Europe from 1517 to 1815. No text-book is recommended. The chapters of Lord's *Modern Europe* which cover the period specified will to a certain extent be a guide for the student. The following details will more clearly indicate the range of examination :—

The Reformation and its effects on matters political :

The Papacy in the early days of the 16th century. Luther and Zwingli. The monarchy of the Emperor Charles V and his struggles against France and Turkey. Charles and the Protestants. The league and war of Schmalkalden. Maurice of Saxony and the peace of 1555. The Reformation in England and in the Northern Kingdoms of Europe. Philip II. and the Spanish monarchy. The Council of Trent and the Jesuits. Calvinism. Wars of religion in France, and struggle for liberty in the Netherlands. Catherine de Medici; Elizabeth of England. The Catholic league in France and Henry IV.

Catholics and Protestants in Germany after 1555. Henry IV.'s policy and death. The Thirty Years' War: Gustavus Adolphus, Richelieu, Mazarin. Peace of Westphalia. England under the first two Stuarts.

Supremacy over Europe and balance of power :

Cromwell and restoration of the Stuarts. Louis XIV. of France; his views and his aims. His war with the Netherlands; coalition against him. William III. of England. The war of the Spanish succession. Charles XII. of Sweden and Peter, the Great of Russia. Rise of the Russian power.

More wars of succession. Frederick II. of Prussia. England's power in India. The Seven Years' War.

Political reformers on European thrones. Partition of Poland. Suppression of the Order of the Jesuits. American independence.

Struggles for political liberty :

Characteristic tendencies of the 18th century. Influence of English ideas, both political and philosophical. Montesquieu, Voltaire, J. J. Rousseau. Beginning of the French Revolution. Coalition against it and fall of the French Monarchy. The Reign of Terror.

Napoleon Bonaparte: his triumphs as a general; gets the better of the Revolution, but gives effect to its ideas. Peace of Amiens. The Empire and the coalitions against it. Napoleon's fall and the Congress of Vienna. Waterloo.

III. A THIRD MODERN LANGUAGE.

IV. ELEMENTARY PHYSICS.

- (a) *Mensuration, Mechanics, Hydrostatics, and Properties of Matter*, treated experimentally as on pp. 1-134 of Gregory's Exercise Book of *Elementary Practical Physics* (Macmillan & Co.).
- (b) *Heat*: Heat and temperature; thermometers. Expansion of solids, liquids, and gases. Heat as a measurable quantity; specific heat. Latent heat; fusion; vaporisation. Transmission of heat.
- (c) *Sound*: Production and speed of sound. Transmission of sound; wave motion; intensity and reflection of sound. Musical sounds; pitch; intensity; quality.
- (d) *Light*: Rectilinear propagation of light; shadows. Reflection of light; mirrors. Refraction of light; lenses. Colour.
- (e) *Magnetism*: Magnetic induction. Terrestrial magnetism.
- (f) *Frictional Electricity*: Attraction and repulsion. Induction. Potential. Machines.
- (g) *Voltaic Electricity*: The voltaic battery. The current; the galvanometer. Electrolysis. Electro-magnets.

Wright's *Elementary Physics* (Longmans & Co.) will indicate the range of examination in the subjects (b)-(g).

V. ELEMENTARY CHEMISTRY.

Metrical system of weights and measures; thermometric scales: change of volume of gases under different pressures and at different temperatures; Avogadro's law; specific gravity of solids and liquids; spectroscopy; chemical balance; electrolysis.

Elements, compounds, mixtures, alloys, solutions. Laws of combination by weight and by volume. Atomic weight, molecular weight; equivalent weight; calculations from simple equations. Classification of the elements; Periodic Law, with illustrations. Classification of oxides. General nature of acids, salts, and bases.

Occurrence, preparations, properties, and tests of:

Oxygen, hydrogen, water, hydric dioxide, ozone, nitrogen, ammonia, compounds of nitrogen with oxygen, nitric acid, nitrous acid, chlorine, hydrochloric acid, bromine, hydro-bromic acid, iodine, hydriodic acid, fluorine, hydrofluoric acid, sulphur, sulphurous oxide, sulphuric oxide, sulphurous acid, sulphuric acid, sulphuretted hydrogen, carbonic monoxide, carbonic dioxide, methyl hydride, ethylene coal-gas, cyanogen, carbonic disulphide, boron, boracic acid, silicon, silicic dioxide, silicic fluoride, silicates, phosphorus, phosphorus oxide, phosphoric oxide, orthophosphoric acid, and its relation to pyrophosphoric acid and metaphosphoric acid.

The following metals and their most common compounds: Potassium, sodium, magnesium, calcium, barium, zinc, manganese, chromium, iron, aluminium, cobalt, nickel, silver, copper, lead, mercury, arsenic, antimony, tin, gold, and platinum.

Nature of combustion, structure and properties of flame. Oxidation and reduction. Chemical constitution of the atmosphere and its relation to animal and plant life. Bleaching by chlorine, sulphurous oxide, and hydric dioxide. Composition of soap, mortars, cement. Composition of common alloys. Composition of starch, sugars, alcohol, acetic acid, tartaric acid, oxalic acid, vegetable and animal oil.

Any work on Elementary Chemistry, such as (a) Roscoe's *Lessons*, or (b) Remsen's *Elements of Chemistry* and Turpin's *Practical Inorganic Chemistry* (combined), will indicate the range of the examination in the subjects specified above.

VI. ELEMENTARY BOTANY.

- (a) Flowering plants; structure of the seed. Cell structure. Cell growth. Shape, formation, and tissues. Germination; root growth, structure, and functions. Development of the plumule; formation, structure, and functions of the stem. Buds and ramification. Structure and functions of leaves. Bracts and inflorescence. Structure and functions of parts of the flower. Fruit and seed. Movement of water in the plant tissues. Influence of heat and light upon growth. Irritability of plants.
- (b) Characters of the following Natural Orders: amaryllidaceæ, campanulaceæ, caryophyllaceæ, compositæ, crassulaceæ, cruciferae, ericaceæ, geraniaceæ, graminaceæ, iridaceæ, labiatae, leguminosæ, liliaceæ, malvaceæ, orchidaceæ, proteaceæ, rutaceæ, scrophulariaceæ, thymelaceæ, umbelliferae.
- (c) Description of a flowering plant. [A specimen from one of the prescribed Natural Orders will be submitted to the candidate for this purpose.]

The South African edition of Edmonds' *Elementary Botany* (Longmans & Co.) will indicate the range of the examination in the subjects specified above.

V.—STATISTICS OF TEACHING STAFF; REGULATIONS FOR CORPORAL PUNISHMENT, PUPIL TEACHERS, AND TEACHERS' EXAMINATIONS; PUPIL TEACHERS' CLASSES; TEACHERS' CLASSES IN NEEDLEWORK, DRAWING, KINDERGARTEN AND WOOD-WORK.

- (i) The following table shows the number of certificated and

uncertificated teachers at work in the Colony in 1898 and 1899 respectively:—

Year.	Certificated.	Uncertificated.	Total.	Percentage Certificated.
1898	1,991	2,416	4,407	40·31
1899	2,059	2,515	4,574	45·02

The Superintendent-General remarks that “the schools which everywhere keep down the percentage are the schools for coloured children: in the case of other schools, quite extraordinary progress has in recent years been made in this respect, there being many first and second class schools in which every member of the staff is certificated.” In the last four years the percentage of certificated teachers has increased from one-third to almost one-half.

The following table, which is based on the details furnished in respect of the schools inspected during the year, classifies the various kinds of certificates possessed by the teachers:—

	1897.	1898.	1899.
Schools examined - - - - -	2,336	2,484	2,628
Teachers with European Governments Certificates -	165	191	212
Teachers with Cape First and Second Class Certificates -	147	164	197
Teachers with Cape Third Class Certificates - - -	1,276	1,417	1,591
Teachers with other Certificates (miscellaneous) - -	56	59	59
Total - - - - -	1,644	1,831	2,059

In the last quarter of 1899, roughly speaking, out of every five teachers two were men and three women. There were at work 4,505 teachers, of whom 1,732 (or 38·4 per cent.) were men, and 2,773 (or 61·6 per cent.) were women. In two out of three circuits beyond the Transkei, the men teachers exceeded the women. In the Colony proper, the number of women teachers to men is as 33 to 17, or nearly double.

(ii) In 1882 the Government issued the following notice on the subject of corporal punishment:—

It has been brought to the notice of the Superintendent-General of Education that corporal punishment is frequently and injudiciously used in public schools.

It is not intended to enforce any rigid system, either of rewards or punishments, in maintaining the discipline of the schools, but there is reason to believe that parents wish, and they have a right, to know what principles of discipline are acknowledged by the Educational Department that they may protect their sons and daughters against arbitrary, excessive, or cruel punishments.

The Education Act provides that a Public School shall be under the management and control of the local managers; it is therefore the duty of the managers, in the first instance, to frame regulations for maintaining discipline; but such regulations, like all others, are subject to the approval of Government.

As a rule, the managers have been content to leave matters of discipline entirely in the hands of the teachers, without framing any special regulation on the subject; hence the complaints that corporal punishment is inflicted not only by principal but by assistant teachers, and for trivial matters, and in such forms as are objectionable and likely to result in permanent bodily injury or weakness.

The Education Department will not approve of any regulation which permits corporal punishment of any kind to be used in a girls' school, or in a girls' department of a mixed school.

In boys' schools corporal punishment will be recognised only as a last resort in cases of habitual and gross neglect of duty, lying, bullying, indecency of conduct or language, truancy, and the like.

Such punishment should be inflicted only by the head master, after full inquiry; and a record of the name, offence, and exact nature of the punishment should be entered in a book kept for that purpose, and be open to the inspection of the managers of the school. A copy of each record should be sent by the head teacher to the parent of the boy thus punished.

It is requested that where no disciplinary rules have been made the managers will frame rules in accordance with these general principles, and submit them for approval.

(iii.) The regulations in force with regard to pupil teachers are as follows:—

1. Candidates for the office of pupil teacher, whether male or female, shall not be less than thirteen years of age.

2. Candidates shall satisfy the Superintendent-General of Education of their character and qualifications.

3. Candidates, when approved, shall be attached to some school, in which the arrangements and appliances appear to the Superintendent-General of Education to offer facilities for the proper training of young persons in school management.

4. Pupil teachers on admission shall receive an allowance not exceeding 12*l.* per annum, which allowance, after the completion of one year's satisfactory service, shall be augmented to 18*l.* per annum; and this shall continue to be the annual allowance during the rest of their time of service.

5. The term of service of a pupil teacher shall, as a rule, be three years, but may be extended to five years, subject to the approval of Government.

6. The engagement shall be considered to be between the pupil teachers and the managers of the school in which they are trained, and shall be made, in writing, for such a term of service, and in such a manner, as are approved by the Government.

7. In any case where the managers do not conduct a school in a manner satisfactory to the Government, and under fit and competent teachers approved by the Superintendent-General of Education, it shall be the duty of the Superintendent-General of Education, with the consent of the Government, to discontinue all allowances for pupil teachers in such a school, after having given not less than three months' notice thereof to the managers of such school.

8. The principal teacher of a school, to which pupil teachers are attached shall give to the pupil teachers special instruction during not less than four hours weekly, with a view of preparing them to pass the examination for the Elementary Teachers' Certificate.

9. For every teacher who obtains the Elementary Teacher's Certificate, an allowance of 10*l.* shall be given to the principal teacher; and this allowance shall be augmented to 15*l.* in each case where the pupil teacher obtains the certificate with honours; provided that the Superintendent-General of Education is satisfied that such principal teacher has actually given to the pupil teacher the special instruction required.

NOTE.—Pupil teachers are attached only to schools approved under the provisions of Section III.

In 1898 there was a remarkable increase in the number of pupil teachers, the net increase being 230. The Superintendent-General remarks that "this large increase is difficult to explain, unless on the ground that there is a growing desire among parents to have their children trained to be teachers; the Department has put obstacles in the way rather than removed them. One good result is that the low standard originally required on entrance can now with safety be raised." In 1899 there was again an increase, but only of thirty-five. The quality of the work, as well as the number of candidates, was injuriously affected by the disturbed state of the Colony.

The reports of the Training Schools at Wellington and Grahamstown are most encouraging; at Burghersdorp the work of the Training College stopped by reason of the war; at Uitenhage there were only twenty-one candidates.

In 1898 three Vacation Courses of Training for Teachers were held and proved more successful and popular than ever. The attendances were as follows:—

Graaf-Reinet (for white teachers) in June	-	-	105
Blythswood („ coloured „) „ „	-	-	203
Cape Town („ white „) „ Dec.	-	-	142

Special mention is made in the Superintendent-General's Report of the enthusiasm and zeal of the coloured teachers attending the Blythswood course.

Of the 450 teachers who attended the courses, 160 received certificates.

In 1899 the Vacation Courses suffered through the war. The Christmas course in Cape Town had to be given up because board for the teachers could not be obtained at anything like reasonable prices. The remaining two courses (at Grahamstown and Healdtown) were attended by 260 teachers, of whom 63 obtained certificates.

(iv) The following are the general regulations for the Teachers' Examinations held by the Department of Public Instruction in 1900:—

(i.)—GENERAL REGULATIONS.

1. ADMISSION TO THE VARIOUS EXAMINATIONS.—All intending candidates must apply for admission to the examination which they wish to take. The fact that a grant has been given, or a bursary awarded, which is conditional on the examination being taken, does not make it unnecessary to apply: in order that arrangements for the examination may be made, an application must in all cases be sent in the usual way.

For all the examinations of the Department application forms are printed, and all applications should be made on them. Either the candidates themselves or the principals of the schools with which they are connected should write to the office—in July or early in August, so that there may be ample time for the completed forms to reach the office by 31st August—for a supply of such forms as they require. The request should be quite definite, specifying how many application forms for the pupil teachers' examinations, for the second class certificate, for drawing, for needlework, for science, and for wood-work are required. It is not to be assumed in any case (*e.g.*, in the case of pupil teachers drawing grants) that the Department is aware that they intend to take the examination, and that consequently no request for a form need be sent; the admission of candidates to the examinations is absolutely dependent on their sending in an application in the prescribed way, and the responsibility of seeing that this is done rests with the candidates or their teachers, not with the Department.

A separate form is necessary for each candidate, and for each examination in cases where a candidate is taking more than one; *e.g.*, a candidate for three of the five courses of needlework should send in three separate forms. On the pupil teachers' application forms the candidates are asked to state which subjects (if any) in handiwork and languages they propose to take; these subjects form part of the examination, and no separate application as if for pupils' needlework or pupils' wood-work should be sent in by pupil teachers. Drawing and music are understood to be taken by all candidates and accordingly are not

mentioned on the application forms ; in regard to them no special application is necessary, and separate forms of application as if for pupils' drawing should not be sent in by pupil teachers. Pupil teachers are allowed to take the special examinations in drawing, needlework, and wood-work, provided they satisfy the conditions of entrance in other respects as stated in the several syllabuses, but are not allowed to take the examinations in science.

The application forms, properly filled up, must reach the office not later than 31st August. It is exceedingly inconvenient to arrange for the admission of candidates after the lists have been made up, and the Department cannot undertake to do this under any circumstances, though in any case in which there is some special reason for the irregularity an effort would be made to accommodate the candidate. Teachers should therefore enter all candidates in regard to whom they are in doubt. If a candidate's signature or any other particulars cannot be obtained at the proper time, the form should be completed as far as possible and sent in, the omitted items being left to be filled in later if necessary.

All applications received will be immediately acknowledged, and for this purpose candidates who are not entering from schools should give in full their present postal address. At a later date tickets of admission for all accepted candidates will be sent either to the candidates themselves or to the principals of the schools with which they are connected. These tickets will bear a number by which the candidate will be known throughout the examination to which the ticket refers, and this number—not the name of the candidate or of the school or of the centre—is to be affixed to each separate article of handiwork (both the preliminary work and that done at the examination) and to be written on every book or sheet of answers.

If the tickets for any accepted candidates are not received four weeks before the date of the examination, the Department should be communicated with at once. Candidates, however, should not write letters of inquiry regarding non-receipt of tickets at an earlier period. The tickets are not transferable ; in the event of any candidate who has been entered for an examination being withdrawn, it is not permissible to send another in his place.

2. CENTRES AND COMMISSIONERS.—No charge is made for admission to any of the examinations of the Department, but where special local arrangements are asked for the expense, if any, attaching to these must be borne locally.

The choice of centres rests in the first instance with the candidates, who are asked to state on their application forms at what place they wish to take the examination. When twelve or more candidates for the pupil teachers' examinations express a wish to be examined at any one town or other suitable place, the Department will establish a centre, and appoint and pay a Commissioner. So far as the accommodation of the examination hall will permit, the same Commissioner will be available to super-

vise the science, pupils' drawing, and pupils' needlework examinations, which are held at the same time as the pupil teachers' examinations. Where pupil teachers take wood-work, the arrangements for conducting that part of the examination, which takes place on separate days, must in all cases be made locally without expense to the Department.

For all other examinations, and also for the pupil teachers' examinations in cases where the Department is asked to establish a special centre for less than twelve candidates, a Commissioner must be nominated locally (by the candidates, by the principal of the school or by the school committee), and the name of the proposed Commissioner submitted to the Superintendent-General for approval. Forms of nomination, and of acceptance of the nomination by the proposed Commissioner will be sent out in September to be filled up in all cases in which a centre is not established by the Department.

3. CERTIFICATES.—To the successful candidates in each examination certificates of the first or second grade will be awarded. No certificate, however, will be given until the whole of the examination in question has been taken, including both the written and the practical parts of the pupil teachers' and teachers' examinations, and also including the preliminary subjects in the case of the second class certificate. Similarly, although the two branches of the special certificate for wood-work may be taken separately, no certificates will be issued except for the complete examination.

Candidates should be careful to give on their application forms an address which will enable the certificate to reach them in the event of their passing the examination. No duplicate can be given if a certificate is lost.

4. DATES OF EXAMINATIONS.—It may happen that a candidate wishes to take two examinations which are held on the same day. In such a case, the attention of the Department should be specially called to the matter when the applications are sent in, so that if possible the two examinations may be set down for different parts of the day.

(ii.)—EXAMINATIONS FOR TEACHERS' CERTIFICATES.

A.—PUPIL TEACHERS (COURSE FOR THE THIRD CLASS CERTIFICATE).

1. CONDITIONS OF ADMISSION.

- (a) *Age*.—Candidates for the First Year Examination must be at least fifteen years of age, those for the Second Year sixteen, and those for the Third Year seventeen, by 31st December, 1900 [but see (e) below]. No concessions in regard to this requirement can now be made, except in continuation of previous concessions to the same candidate.

- (b) *Practice in Teaching*.—It is a condition of admission to the Pupil Teachers' Examinations that the candidates shall have had throughout the year adequate practice in class teaching. Pupil teachers in schools should teach for ten hours in each week; in the case of pupils in training schools, and other schools where the training of the pupil teachers is carried on partly by means of criticism lessons, a smaller amount of practice will suffice. The training of pupil teachers should as far as possible commence at the beginning of the year, and only under very exceptional circumstances will candidates be accepted whose period of training began after the end of the first quarter of the year.
- (c) *Other Examinations*.—Candidates who have passed the School Higher Examination or Standard VII. may for the present be allowed to take the Second Year Examination without previously passing the First Year, and candidates who have passed Matriculation to take the Third Year without previously passing the Second. It must be understood, however, that no School Standards or University Examinations (except Music) are to be taken during the period of the Pupil Teachers' Course; the candidates' work as pupil teachers is sufficient to occupy them during the year, and those who are found to have been candidates for any of these examinations during the year will be excluded from the Pupil Teachers' Examinations.
- (d) *Admission Examination*.—All candidates must have passed Standard V., and after the present year candidates who have not passed Standard VI. will be required to pass an Admission Examination in Writing and Spelling (both of these being tested by an exercise in writing from Dictation) and in Arithmetic (the simple and compound rules). This examination will occupy half a day, and will be elementary in character; the standard, however, will be fairly high, as it is intended to exclude those who have a faulty elementary education, and who accordingly cannot enter on the Pupil Teachers' Course with any prospect of success. The first examination (for those who wish to be First Year Pupil Teachers in 1901) will be held on Wednesday, 12th December, 1900, at the centres where the Pupil Teachers' Examinations are being held. If information as to the convenient centres cannot be had locally, it may be obtained from the Department, and, if necessary, additional centres can be formed under the usual conditions. No application to the Department is necessary in regard to this examination; but candidates or principals of schools

must arrange with the Commissioner as regards accommodation. Each candidate must bring pen, ink (unless this is supplied otherwise), blotting-paper, and three sheets of foolscap paper. Candidates who have passed Standard VI. will be admitted to the first year (in 1901) without preliminary examination.

- (c) *Acting Teachers*.—Acting adult teachers in schools under the Department are allowed to take the Second and Third Year Examinations without passing the previous examinations. Candidates who enter as acting teachers must be nineteen years of age for the Second Year Examination, twenty one years for the Third Year, by 31st December, 1900.

2. NATURE OF the EXAMINATIONS.—The examinations are partly practical and partly written.

- (a) PRACTICAL.—The practical part is conducted by the Inspectors of the Department, and intending candidates should communicate with the local Inspector when he is in the neighbourhood; the examination includes :—

(1) READING AND REPETITION :—

First Year.—To read a prose narrative with fluency and expression, and to repeat forty lines of simple poetry, with knowledge of meaning and allusions.

Second Year.—To read a prose dialogue with fluency and expression, and to repeat fifty lines of poetry, with knowledge of meaning and allusions.

Third year.—To read a dialogue in blank verse with fluency and expression, and to repeat sixty lines of a standard dramatic poet, with knowledge of meaning and allusions.

(2) CLASS TEACHING :—

First Year.—To tell a story to a class and question them upon it. (Only one story need be prepared.)

Second Year.—To give an Object Lesson, the subject being taken from the Animal or from the Vegetable Kingdom. (Full notes of eight lessons are to be prepared and submitted to the Inspector, who will select the lesson to be taught.)

Third Year.—To give an Object Lesson, the subject being taken from Common Objects, from the Mineral Kingdom, or from Science. (Full notes of twelve lessons are to be prepared and submitted to the Inspector, who will select the lesson to be taught.)

(3) BLACKBOARD MANAGEMENT :—

First Year.—Writing of single letters and figures; free-hand drawing of rectilineal figures; use of the T-square.

Second Year.—Handwriting of large size, with special reference to correct junction of letters; freehand

drawing of simple curved figures; maps of Africa and South Africa from memory.

Third Year.—Large and small handwriting; freehand drawing; diagrams illustrative of physical geography and of object lessons.

(4) PHYSICAL EXERCISES :—

First Year.—Easy stationary exercises, or four Kindergarten games.

Second Year.—Stationary exercises.

Third Year.—Marching and other easy exercises.

(b) WRITTEN.—The written examination will comprise the following :—

(1) DICTATION :—

A continuous passage of about fifteen lines from a Standard V. reading book, a Standard VI. reading book, and a standard author respectively for the three years, and twelve words selected from two consecutive pages of the same. (It should be remembered that serious blunders in punctuation will be taken into account as well as errors in spelling.)

(2) COMPOSITION :—

First Year.—Reproduction from memory of a short narrative read twice.

Second Year.—Description of a natural object; composition of a business letter; paraphrasing.

Third Year.—An essay of about thirty lines on one of three given subjects.

(3) GRAMMAR :—

First Year.—The parts of speech; analysis of the simple sentence.

Second Year.—Parsing and analysis (general and detailed) of the complex sentence; prefixes and suffixes.

Third Year.—Parsing and analysis; word formation; elements of syntax.

In regard to analysis, any recognised form will be accepted, but the following simple form of detailed analysis is recommended for examination purposes :—

Reference Letter.	Kind and Relation.	Clauses Divided.	Names of Parts.
A	Sub. adv. of cond. to pred. of H.	If the noble acts of that nation are precious to us	Conn. enl. of subj. subj. enl. of subj. pred.
B	Sub. adj. to "nation" in A.	to which we belong,	ind. obj. subj. pred.

(4) ARITHMETIC :—

First Year.—Written work, notation and numeration, the simple and compound rules, reduction, factors of numbers, G.C.M., L.C.M., fractions in the common notation, simple accounts, simple, “practice,” simple proportion by the unitary method. Mental exercises on the simple rules.

Second Year.—Written Work—the same as for the First Year, and also decimal fractions, percentages averages and compound proportion. Mental exercises—the same as for the First Year, and also exercises on the compound rules and reduction.

Third Year.—Written work—the same as for the Second Year, and such practical applications as are included under the terms “profit and loss,” simple and compound interest, present worth, discount and stocks. Mental exercises—the same as for the Second Year, and also exercises on fractions, common and decimal, and on commercial rules.

(5) HISTORY :—

First Year.—English and British History from 1485 to 1660 ; Cape History to 1839.

Second Year.—British History from 1660 to 1760 ; Cape History from 1839 to 1880.

Third Year.—British History from 1760 to 1880 ; Cape History to 1880.

[For the British History such a text-book, as Ransome’s *Short History of England* (Longman’s) will be found sufficient ; i.e., the reign of Victoria is not expected to be known in great detail.]

(6) GEOGRAPHY :—

First Year.—Africa.

Second Year.—Introduction, pp. 15-38 ; Europe.

Third Year.—The remainder of the book, with revisal of previous year’s work.

[Longmans’ *School Geography for South Africa* is the text-book prescribed. The following passages may be omitted, viz. :—Geology, pp. 74, 75 ; Colonists, pp. 86, 87 ; Religion, pp. 261, 262 ; the small print under the headings Vegetation (pp. 79, 80), Natives (pp. 83-86), and South African Republic (pp. 131, 132) ; and the small print on pp. 89 to middle of 91, 97, 98, 112, 113, 128, 129 and 139.]

(7) CLASS TEACHING AND SCHOOL MANAGEMENT :—

First Year.—Making up attendance register ; questions on the method of teaching reading, writing, and arithmetic.

Second Year.—Making up registers, quarterly returns and time tables; questions on the method of teaching reading, writing, arithmetic, grammar, and geography.

Third Year.—The remainder of the text-book recommended, with revisal of previous year's work.

[Garlick's *New Manual of Method* (Longman's) indicates the range of the questions on method of teaching.]

(8) PENMANSHIP.—

First Year.—The letters, small and capital, in size suitable for half-text; combination of letters in half-text, with capitals; a short continuous passage in small hand.

Second Year.—The letters, small and capital, in size suitable for text; combinations of letters in text, with capitals; a short continuous passage in small hand.

Third Year.—The same as in the First and Second Years, but with greater proficiency.

[The style recommended is that given in such copy-books as Philips' "Semi-Upright" or Chambers' "Government Hand," and the method of teaching that indicated in Ramage's *Systematic Handwriting* (Darter Bros. and Walton).]

(9) DRAWING:—

The syllabus is the same as for the Pupils' Course in Freehand Drawing.

(10) MUSIC:—

[In addition to the marks for the written examination, marks are given for the possession of the following certificates of the Tonic Sol-fa College, viz.:—

First Year.—The Junior Certificate, and a higher mark for the Elementary Certificate.

Second Year.—The Elementary Certificate.

Third Year.—The Elementary Certificate, and a higher mark for the Intermediate Certificate.]

First Year.—The scale, key, relation to the keytone, the standard scale of pitch, the intervals of the scale, mental effects; accent; two-, three-, and four-pulse measure; whole- and half-pulse notes, continuations and rests.

Second Year.—Quarters and thirds of a pulse; six-, nine- and twelve-pulse measure; pitch of the tones in the scale in all the ordinary keys; transition of one remove by "imperfect" and "better" methods, with bridge-notes and distinguishing tones.

Third Year.—Names of chromatic notes, the minor mode, diatonic and chromatic intervals, syncopation, compass of voices, common musical terms.

[The examination will comprise easy questions on the syllabus, including revision questions, and very simple practical questions on the method of teaching, especially in regard to the points included in the course of study for each year.]

(11) LANGUAGES:—

Papers in Dutch will be set in each year. Questions in grammar, spelling and composition will be given. Third Year candidates may instead take the paper in Kafir and Sesuto.

(12) HANDIWORK. NEEDLEWORK (*Girls*):—

The Syllabus is the same as for the Pupils' Examinations.

WOODWORK (*Boys*):—

The Syllabus is the same as for the Pupils' Examinations.

All candidates are recommended to qualify in Drawing, Dutch, Handiwork and Music. Those candidates who pass in any of these or in either of the other optional languages, will, in addition to obtaining extra marks, have the passes in such subjects entered on their certificates.

3. EXAMINATION ARRANGEMENTS.—All candidates for the Pupil Teachers' Examinations, whether drawing grants from the Department or not, must apply for admission to the examination on the printed form supplied for the purpose. The principals of schools from which candidates are to be entered, and private candidates themselves, are in all cases expected to write to the Office in good time and ask for the forms which they will require, stating the number of candidates to be entered. The applications, on the forms so obtained, must reach the Superintendent-General of Education (Examining Branch), Cape Town, not later than 31st August, and the examinations take place early in December, at such centres as may be arranged. In regard to the local arrangements necessary for the formation of a centre, and for other information regarding the examination arrangements, see under *General Regulations*, and under *Needlework Examinations*, and *Wood-work Examinations*.

B.—SECOND CLASS CERTIFICATE.

1. Candidates must be at least 18 years of age, and must possess—

- (a) the Matriculation Certificate of the University, or satisfactory evidence of having passed a public examination of at least equal range and difficulty.
- (b) the Third Class Teachers' Certificate.
- (c) certificates in two of the Courses for the Teachers' Special Certificate for Needlework, or a pass in Branch I. of the Teachers' Special Certificate for Woodwork.
- (d) certificates in two branches of the examination for the Teachers' Special Certificate for Drawing.

Candidates may be allowed to take the examination before they have satisfied the preliminary requirements in Handiwork and Drawing, but no certificate will be awarded to such candidates until the required preliminary subjects have been taken.

2. The examination is partly practical and partly written.

(a) PRACTICAL.

- (1) *Reading and Elocution*.—To commit to memory not less than fifty lines from each of the following authors—Shakespeare, Milton, Tennyson. To read a passage from a standard English author.
- (2) *Class Teaching*.—To give a lesson to a class in any one of the ordinary school subjects selected by the Inspector.

(b) WRITTEN.

- (1) *Penmanship*.—The letters, small and capital, in sizes suitable for text and half text. Combinations of letters, with capitals. A short continuous passage in small hand. Questions on the teaching of writing.

[The style recommended is that given in such copy-books as Philips' Semi-Upright cursive or Chambers' Government Hand cursive, and the method of teaching indicated in Ramage's *Systematic Handwriting*, (Darter Bros. & Walton).]

- (2) *Dictation*.—A continuous passage of about fifteen lines from a standard English author, and twenty words selected from two consecutive pages of the same.
- (3) *Mental Arithmetic*.—The questions set will cover the whole range of the subject. [Candidates are recommended to study Blackwood's *Handbook of Mental Arithmetic*.]
- (4) *Music*.—[All candidates, unless incapacitated by natural inability, must possess the Intermediate Certificate of the Tonic Sol-fa College.] The syllabus for the Third Class Certificate indicates the range of the written examination, but a more thorough knowledge will be expected. [The School Teachers' Music Certificate of the Tonic Sol-fa College will be accepted in place of the written examination and the Intermediate Certificate, and will entitle the Candidate to full marks.]
- (5) *The Art of Teaching*.—Fitch's *Lectures on Teaching*.
- (6) (a) *Kindergarten*.—Herford's *Student's Froebel*. Parts I. and II. (Isbister). Or
- (b) *The History of Education*.—Painter's *History of Education* (International Education Series).

3. Scholarships of 40*l. per annum*, tenable for one year at the Cape Town Normal College, or the Wellington Training School, are available for matriculated students who already possess the Third Class Teachers' Certificate.

4. The examination takes place in December. Applications for examination must be made on the forms supplied for the purpose by the Department, and the completed forms must reach the Superintendent-General of Education (Examining Branch), Cape Town, not later than 31st August. For further information regarding the local and other arrangements for the examination, see under *General Regulations*.

C.—FIRST CLASS CERTIFICATE.

1. Candidates must as a rule possess a University Degree. They must also possess evidence that they have had five years' successful experience in actual teaching in higher grade schools.

2. The examination will be partly practical and partly written. The practical examination will test the candidates' powers (1) of exposition and (2) of inductive teaching; the written examination will be divided into two parts, which need not be taken at the same time, and whose requirements are as follows:—

PART I.—The Elements of Mental and Moral Science as bearing on Education. [Candidates will be expected to have studied Sully's *Teachers' Handbook of Psychology*, Locke's *Thoughts on Education*, Herbert Spencer's *Essay on Education*, and Bain's *Education as a Science*, Chapters III., IV. and VI.]

PART II.—School Method, and the History of Education. [Candidates will be expected to have a knowledge of Landon's *Principles and Practice of Teaching and Class Management*, the English and Scotch Codes, the pamphlets giving the regulations of the Cape Education Department; Compayré's *History of Pedagogy* (Sonnenschein), and Quick's *Educational Reformers*.

The written examination will be held before the practical, but no certificates will be issued until the Superintendent-General has satisfied himself of the skill of the candidate in actual teaching and class management.

3. The certificate may be issued without examination to teachers who already hold a professional certificate of similar value and who fulfil the conditions laid down above.

4. The examination is held in the first week of December for Parts I. and II. respectively. Applications for examination must be made on the forms supplied for the purpose by the Department, and the completed forms must reach the Superintendent-General of Education (Examining Branch), Cape Town, not later than 31st August. For further information regarding the local and other arrangements for the examination, see under *General Regulations*.

(iii.)—EXAMINATIONS IN SPECIAL SUBJECTS.

A.—DRAWING.

1. PUPILS' COURSE IN FREEHAND DRAWING (AND DRAWING FOR PUPIL TEACHERS):—

First Year.—Freehand Drawing up to the requirements of Standard III. in Morris's *Teaching of Drawing* (Longmans).

Second Year.—Freehand Drawing up to the requirements of Standard IV. in Morris's *Teaching of Drawing* (Longmans).

Third Year.—Freehand Drawing up to the requirements of Standard V. in Morris's *Teaching of Drawing* (Longmans).

2. TEACHERS' COURSE (SPECIAL CERTIFICATE FOR DRAWING).

The subjects of examination are as follows.—

- (a) FREEHAND OUTLINE DRAWING FROM THE FLAT.
- (b) OUTLINE MODEL DRAWING.
- (c) GEOMETRICAL DRAWING.
- (d) LINEAR PERSPECTIVE DRAWING.
- (e) BLACKBOARD DRAWING.

The SPECIAL CERTIFICATE FOR DRAWING (D.2) will be awarded to Candidates who obtain First Grade certificates in four of the above subjects. The qualifying Second Grade certificate of the Science and Art Department, South Kensington, in any subject will be accepted in place of the Colonial certificate for the same subject.

In FREEHAND DRAWING, examples may be set from ornament and from simple flowers, leaves and other common objects. The range of the examination is indicated by the requirements of Standard VI. in Morris's *Teaching of Drawing* (Longmans).

In MODEL DRAWING, candidates will be required to make an outline drawing in pencil of a group of three or four simple models, comprising geometrical forms, vases and other easy objects.

In GEOMETRICAL DRAWING questions may be set on—

- (a) Construction and use of plain scales and scales of chords.
- (b) Proportional division of lines.
- (c) Mean, third and fourth proportionals to given lines.
- (d) Reduction and enlargement of plane figures.
- (e) Construction of regular rectilineal figures and circles about and within given rectilineal figures and circles.
- (f) Construction of irregular rectilineal figures from given data.
- (g) Plan, elevation and section of cube, pyramid, prism cylinder, cone and sphere in simple positions.

Questions and exercises of some difficulty outside this range will also be set for candidates who aim at a Certificate of the First Grade. The whole range of the examination is covered by Morris's *Geometrical Drawing for Art Students*.

In PERSPECTIVE DRAWING, candidates will be required to

represent in perspective from plan and elevation or from specification, simple solids or objects of plane or curved surfaces having one line or surface on or parallel to the ground plane. This may be done either by the use of vanishing points or by the deduction of the perspective view direct from the plan. They will also be required to answer simple questions on the theory of perspective. The range of the examination is indicated by Cartlidge's *Elementary Perspective* (four parts).

BLACKBOARD DRAWING will include ornament, models and common objects, from copy and from memory, all in outline. Candidates should study specially the letters of the alphabet in various forms.

3. EXAMINATION ARRANGEMENTS.

Examinations in Blackboard Drawing will be held only in Cape Town, Grahamstown, and Port Elizabeth; in Model Drawing, in any centre provided with a suitable series of models; in the other subjects, in centres to suit as far as possible the convenience of candidates.

Only one of the Pupils' Examinations may be taken in any one year. Candidates for the Teachers' Special Certificate may be examined in any or all of the subjects, but are recommended not to take more than two subjects in any one year.

Applications for admission to any of the examinations must be made on the forms supplied by the Department, and the completed application forms must reach the Superintendent-General of Education (Examining Branch), Cape Town, not later than 31st August. All expenses connected with the examinations, including payment, if any, to the Commissioner, must be borne locally. For further information regarding the local and other arrangements for the examinations, see under *General Regulations*.

B.—NEEDLEWORK.

1. PUPILS' COURSE (AND NEEDLEWORK FOR PUPIL TEACHERS).

First Year:—

- (a) Making and Stitching—hemming, gathering and setting in and seaming as for underlinen, pinafores, and other outside garments and frocks; an untrimmed garment applying above processes.
- (b) Mending—patching in flannel (herring-bone stitch), plain darning *as for thin places* on stocking-web.
- (c) Knitting—a simple knitted garment.
- (d) Cutting out—flat patterns of a chemise and a pinafore for a child.

Second Year:—

- (a) Making and Stitching—work of previous year, button-holing and sewing on of buttons, a simple garment to be cut out by maker.

- (b) Mending—a plain darning of a hole on stocking-web.
- (c) Knitting—a simple knitted garment.
- (d) Cutting-out—flat patterns of a baby's first shirt, drawers for a child, and garments set in previous year.

Third Year :—

- (a) Making and Stitching—work of previous years, tucks gussets, any garment showing stitches of this and previous years, to be cut out by maker.
- (b) Mending—patching in calico and print, darning on coarse linen (diagonal cut) and on woollen material (hedge tear).
- (c) Knitting—any ordinary garment.
- (d) Cutting out—flat pattern of garment made for the year, of pattern set for previous years, of chemise for an adult, and of nightdress for an adult.

2. TEACHERS' COURSES (SPECIAL CERTIFICATE FOR NEEDLEWORK).

For the Special Certificate for Needlework there are five Courses, as follows :—

Course I.—Plain Needlework.

The following work is required to be done beforehand, and to be presented on the day of examination :—

- (a) A piece of linen, coarse calico or holland, on which all the following are to appear, worked in cotton of two colours, so that joins are visible :—
Hemming, top-sewing, seaming (this to include flannel and seams for all purposes), stitching, running, her-ring-boning, gathering, stocking, button-holing, marking, whipping, feather or coral stitching, knotting or seeding, hemstitching, sewing on buttons, setting in gusset, sewing on tapes, tucking, finishing an opening in at least two ways.
- (b) Some garment well shaped and well finished as a practical application of above stitches and processes.

The following work is to be done on the day of examination :—

- (c) To work a specimen of some exercise from (a) above.
- (d) To give written criticism of some specimens which have been worked by children.
- (e) To give notes of a simple lesson, as to children, on some selected stitch or process selected from (a) above.

Course II.—Mending.

The following work is required to be done beforehand, and to be presented on the day of examination :—

- (a) Specimens of patching in calico, flannel, and print.
- (b) Specimens of darning on linen, flannel, and some material such as serge.
- (c) Specimens of holes mended on stocking-web material in common method and by Swiss darning.
- (d) A patch set in under the arm of a night dress, bodice, or shirt.

The following work is to be done on the day of examination :

- (e) To work a specimen of mending.
- (f) To give a written criticism of children's work.
- (g) To give notes of a simple lesson on some operation in mending.

Course III.—Cutting out.

The following work is required to be done beforehand, and to be presented on the day of examination.

- (a) Flat patterns of the following :—Baby's shirt, chemise for child, chemise for adult, plain loose pinafore, plain apron for child, fancy pinafore, child's drawers, boy's loose shirt, nightdress.
- (b) One of above patterns in straw paper, tacked together
- (c) One of above patterns registered on sectional paper.

The following work is to be done on the day of examination :—

- (d) To shape one of above on paper brought by candidate.
- (e) To answer in writing questions as to—
Material and cost for above garments.
The way to *make* above garments.
Method of adapting above patterns to people of varied ages.
To write notes, as for a class, on one of above.

Course IV.—Knitting and Netting.

The following work is required to be done beforehand, and to be presented on the day of examination :—

- (a) Three specimens showing respectively narrowings for legs, thickened heel with intakes in foot and finished toe.
- (b) A knitted stocking.
- (c) A baby's boot.
- (d) A knee-cap.
- (e) A specimen of square-holed netting.

The following work is to be done on the day of examination:—

- (f) Specimen testing knowledge of above.
- (g) To give a written criticism of some specimens of knitting done by children.
- (h) To give notes of lessons on any of above.

Course V.—Dress Cutting.

Candidates must have some fixed method for cutting and fitting a dress bodice and skirt, and must be prepared on the day of examination to mark out or cut either of these to given measurements, and to answer questions in writing as to method of making; they must also present a dress made during the year, and certified to be their own unaided work.

3. EXAMINATION ARRANGEMENTS.

Only one of the Pupils' Examinations may be taken in any one year. Candidates for the Teachers' Special Certificate may be examined in any or all of the Courses, but are recommended not to take more than three Courses in any one year.

In connection with each of the examinations, preliminary work is to be sent in, showing that the candidate has actually gone through everything prescribed in the Syllabus. This preliminary work should be brought to the examination hall in a strong, neat, compact parcel, to be forwarded by the Commissioner along with the work done on the day of examination. Each separate article should bear the examination number of the candidate, and separate parcels should be made up for each examination. That is to say, all the preliminary work of candidates for the First Year Pupils' Examination may be put in one parcel, "First Year Pupils' Needlework," and the numbers of the candidates being clearly written outside the parcel; and all the work of First Year Pupil Teachers may be put in one parcel, marked with the numbers of the candidates and with the words "First Year Pupil Teachers' Needlework"; but the work of pupils and of pupil teachers must be kept distinct, as also the work of different years, and each parcel clearly marked so as to show to which year it belongs and whether the work is that of pupils or pupil teachers. The preliminary work of candidates for the Teachers' Courses should be similarly parcelled up and marked with the numbers of the candidates and the number of the course. The name of the school or of the centre should not be mentioned, and only the candidates' numbers (not their names) should be affixed to the work. Arrangements for the provision of a suitable box or boxes for packing the needlework should be made by the schools, and the boxes, like the parcels contained in them, should be marked with the work "Needlework" and with the candidates' numbers (thus—"Nos. 6211 to 6235") but not with the name of the school or of the centre. [N.B.—In the past a great amount of trouble has been caused

to the Department through these instructions not being properly followed. For the future any work sent in which is not made up in accordance with the instructions will not be examined.]

Applications for admission to any of the examinations must be made on the forms supplied by the department, and the completed application forms must reach the Superintendent-General of Education (Examining Branch), Cape Town, not later than 31st August. All expenses connected with the examinations, including payment, if any, to the Commissioner, must be borne locally. For further information regarding the examination arrangements, see under *General Regulations*. Instructions as to materials and apparatus required on the examination day will be issued towards the end of the year.

C.—SCIENCE.

1. The subjects of examinations are as follows, the text-books mentioned indicating the general range of the examinations:—

- (a) AGRICULTURE: *Elementary Stage*—Mills and Shaw's *First Principles of Agriculture* (J. E. Bryant Co., Toronto), omitting the small-type part of Chap. XII.; *Advanced Stage*—a fuller knowledge of the whole text-book.
- (b) BOTANY: *Elementary Stage*—Edmonds and Marloth's *Elementary Botany for South Africa* (Longmans); *Advanced Stage*—the same, and also Otto W. Thomé's *Structural and Physiological Botany* (Longmans), omitting Chaps. VI. (Classes I.-XI.), VII. and VIII. (except Regions 9 and 10).
- (c) BUILDING CONSTRUCTION AND DRAWING: *Elementary Stage*—E. J. Burrell's *Building Construction and Drawing* (Longmans); *Advanced Stage*—the text-book in Longmans' *Advanced Science Manuals*.
- (d) CHEMISTRY: *Elementary Stage*—W. S. Furneaux's *Elementary Chemistry* (Longmans), the Inorganic part only; *Advanced Stage*—W. Jago's *Inorganic Chemistry, Theoretical and Practical* (Longmans).
- (e) DOMESTIC ECONOMY: *Elementary Stage*—Nelson's *Domestic Economy for Teachers*, omitting Section IV.
- (f) GEOLOGY: *Elementary Stage*—C. Bird's *Elementary Geology* (Longmans); *Advanced Stage*—C. Bird's *Advanced Geology* (Longmans).
- (g) PHYSICS: *Elementary Stage*—Mark Wright's *Elementary Physics* (Longmans); *Advanced Stage*—candidates may take either HEAT: Mark Wright's *Advanced Heat* (Longmans); or MAGNETISM AND ELECTRICITY: A. W. Poyser's *Advanced Magnetism and Electricity* (Longmans).

- (h) PHYSIOLOGY (HUMAN): *Elementary Stage*—H. Newell Martin's *The Human Body* (Elementary Course) (Henry Holt and Co., New York); or W. S. Furneaux's *Human Physiology* (Longmans); *Advanced Stage*—J. Thornton's *Advanced Human Physiology* (Longmans).

2. Candidates must have passed Standard V., and must have studied the subjects experimentally. The examinations will be as far as possible practical as well as written, and in Agriculture, Botany, Domestic Economy, and Geology knowledge of the subject with reference to Colonial conditions will be required.

3. No candidate will be allowed to enter again for the Elementary Stage of any subject after obtaining a pass in the First Grade in that subject. Candidates may take one or more subjects in any one year, but as a rule the taking of more than one cannot be recommended.

4. Bursaries in connection with these examinations will be given under the following conditions:—

- (a) Candidates must be under eighteen years of age, and must have obtained a certificate of the First Grade.
- (b) The bursaries will be of the value of £15 per annum, and will be tenable for one year, but may be withdrawn at any time if the Superintendent-General is not satisfied with the behaviour and progress of the holder.
- (c) Holders of bursaries must continue their study of Science, and must present themselves for examination at the end of the year either in a new subject or in the Advanced Stage of a subject which they have already taken. The bursaries will be paid in one sum after this regulation has been complied with, and only to such candidates as pass in the examination for which they present themselves.

5. To teachers of Science Classes bonuses will be paid of 1*l.* for each pupil who passes in the First Grade, and 15*s.* for each pupil who passes in the Second Grade, provided that the Superintendent-General is satisfied that the teacher has actually given the practical instruction required.

6. The examinations in 1900 will take place on the following days, viz.:—

- Agriculture and Botany on Tuesday, 11th December.
- Building Construction and Chemistry on Wednesday, 12th December.
- Domestic Economy, Geology and Heat on Thursday, 13th December.

Physics, Magnetism and Electricity, and Physiology on Friday, 14th December.

[These dates are intentionally made to coincide with the dates of the Pupil Teachers' Examinations, candidates of which are not allowed to take Science Examinations also.]

Applications for admission to any of the Examinations must be made on the forms supplied by the Department, and the completed application forms must reach the Superintendent-General of Education (Examining Branch), Cape Town, not later than 31st August. All expenses connected with the examinations, including payment, if any, to the Commissioner, must be borne locally. For further information regarding the examination arrangements, see under *General Regulations*.

D.—MANUAL TRAINING (WOOD-WORK).

1. PUPILS' COURSE (AND MANUAL TRAINING FOR PUPIL TEACHERS).

This course extends over three years, and it is strongly recommended that all pupils should work systematically through it. The instruction should be given continuously throughout the school year for two hours weekly; half an hour of this should be devoted to the necessary drawing, which should always precede the practical wood-working. This drawing may be substituted for the projection prescribed in the ordinary Elementary School Course for Standards V.—VII. The course is as follows:—

FIRST YEAR.

Practical Wood-working:—

Exercises 1-10 of Young's *Working Diagrams for Manual Training*.

Drawing (full size):—

- (a) Projection of simple rectangular solids.
- (b) The plans and elevations of the exercises for the year.
- (c) Simple isometric drawing.

Theory:—

- (a) To name a few common kinds of hard and of soft wood, and to tell where they are chiefly grown.
- (b) The construction and use of the tools required in the exercises for the year.

SECOND YEAR.

Practical Wood-working:—

Exercises 11-20 of Young's *Working Diagrams for Manual Training*.

Drawing (full size or to a large scale):—

- (a) Simple solids in plan, elevation and section.
- (b) Construction of plain scales,

- (c) The plans, elevations and sections of the exercises for the year.
- (d) Isometric drawing.

Theory :—

- (a) The felling, seasoning and uses of the common varieties of hard and soft woods.
- (b) The construction and use of the tools required in the exercises of the year.

THIRD YEAR.

Practical Wood-working :—

- (a) Exercises 21-32 of Young's *Working Diagrams for Manual Training*.
- (b) To use the tools required for this and the previous years, and to sharpen a chisel or plane iron.

Drawing (to scale) :—

- (a) More difficult examples in orthographic isometric projection.
- (b) The plans, elevations, sections, and isometric projections of the exercises of the year.

Theory :—

- (a) The growth, felling, seasoning, and uses of the common varieties of hard and soft wood.
- (b) The use of nails, screws, and glue,
- (c) The construction and use of the ordinary wood-working tools.

2. TEACHERS' COURSE (SPECIAL CERTIFICATE FOR WOOD-WORK).

The work of the course is arranged under two branches, which may be taken either together or separately, as follows :—

Branch I.

Practical Wood-working :—

The construction of simple pieces of wood-work from dimensioned sketches or from scale drawings.

Drawing :—

- (a) Orthographic and isometric projection to scale.
- (b) Dimensioned sketches of joints, models and apparatus.

[Young's *Manual Training for the Standards* will sufficiently indicate the scope of the examination. Low's *Geometry and Projection*, Part I., will be found useful in the study of the prescribed drawing.]

Branch II.

Theory :—

- (a) Character of the principal Colonial and foreign woods.
- (b) The growth and structure of timber trees.

- (c) Felling, seasoning, shrinkage, warping, etc.
- (d) Classroom management, including details and cost of equipment of Manual Training classrooms.
- (e) Methods of instruction and sequence of lessons.
- (f) Different systems of Manual Training (*e.g.*, Naas Sloyd, Sloyd, British Sloyd, etc.).
- (g) The principles, construction, uses and management of ordinary tools and apparatus.

[Candidates are recommended to study the above works, and also P. N. Hasluck's *Wood Worker's Handy Book*, Barter's *Wood-work (the English Sloyd)*, and Ricks' *Manual Training (Wood-work)*.]

3. EXAMINATION ARRANGEMENTS.

All pupils who have been under instruction for six months or more must present themselves for one of the December Examinations.

Candidates for any of these examinations must prepare before hand an article, useful or ornamental, not exceeding one cubic foot in bulk, or 18 inches in any single dimension. The joints and tool-work used in making this article must not be in advance of the stage for which the candidate has entered, and must exhibit one or more of the joints or processes prescribed for that stage. Candidates are not at liberty to select for this preliminary exercise models given in the prescribed course, the object being to encourage originality of design. The article must be accompanied by dimensioned drawings to a scale, and both must be certified by the teacher to be the candidate's unaided work. Only one article should be sent by each candidate. Suitable wooden boxes must be provided in which to pack these articles together with the work done on the day of examination. These are to be forwarded carriage paid to Cape Town, and will be returned if required when done with; the lids of the boxes should in that case be fastened down by means of screws, in order that the box may be opened and refastened without injury. Each article, both of the preliminary and of the examination work, should bear a label stating the examination number of the candidate, but not his name or the name of his school; and the outside of the box should similarly bear the words "Manual Training," and the numbers of the candidates (thus:—Nos. 369 to 401 and 4376 to 4480), but not the name of the school or of the centre. Labels suitable for affixing to the articles may be had on application to the Office towards the end of the year.

Pupils may enter for the Second or Third Year examination without having passed the previous examination, provided it be

certified that they have gone through the whole course up to the stage of the examination for which they enter.

Applications for admission to any of the examinations must be the forms supplied by the Department, and the completed application forms must reach the Superintendent-General of Education (Examining Branch), Cape Town, not later than 31st August. All expenses connected with the examinations, including payment, if any, to the Commissioner, must be borne locally. For further information regarding the examination arrangements, see under the *General Regulations*. Instructions as to the materials and apparatus required on the examination day will be issued towards the end of the year.

APPENDIX.

COMPETITIONS CONDUCTED BY THE DEPARTMENT.

In connection with the Examining Branch of the Department, competitions of various kinds have been instituted in order to encourage sounder methods of teaching. Information regarding these is given here with a view to their becoming better known, and to their being taken up by schools and by districts which have not hitherto taken part in them.

I. HANDWRITING.—With a view to encouraging the systematic teaching of Handwriting in schools, an annual competition in this subject was established in 1898, and in 1899 three competitions were held—one for Inspector Noaks' circuit (the Cape Division), one for Inspector le Roux's circuit (the Divisions of Malmesbury, Paarl, Robertson, and Worcester), and one for Inspector Watermeyer's circuit (the Divisions of Bredasdorp, Caledon, Stellenbosch and Swellendam). Similar competitions will be held in 1900. Any school, whether connected with the Department or not, may take part in the competition, and there will be no restriction in regard to the age of pupils entering, provided they are *bona-fide* on the roll of the school for three months prior to the date of the competition. Not more than ten pupils may be entered from any one school. A medal and several book prizes will be given to pupils as awards for excellence. A parcel of books for the school library will be awarded to the school which sends in the most creditable work. From each competitor two completed copy-books must be sent in—either Nos. 8a and 12 of *Philips' Semi-Upright Copy-Books* or any similar copy-books which may be approved for the purpose by the Department. If preferred, similar matter may be written in books without engraved headlines. The completed copy-books, with a certificate that they are the unaided work of the pupils, are to be sent in so as to reach the Office not later than the last day of the year. Any requests for the institution of additional competitions next year will receive favourable consideration.

II. SINGING.—School Choir Competitions have been held at Cape Town since 1897, and at Port Elizabeth since 1898. In 1899 there were also competitions for the Railway Schools, for Inspector le Roux's circuit (the Divisions of Malmesbury, Paarl, Robertson, and Worcester), and for Inspector Ely's circuit (the Divisions of East London, King William's Town, and Peddie). Arrangements have already been made for a competition to be held this year in Inspector's Mitchell's circuit (the Divisions of George, Ladysmith, Mossel Bay, Oudtshoorn, and Riversdale).

The prize in these competitions consists of a Challenge Shield to be held by the school until the date of the next competition, a medal presented by the Department to the successful conductor, and a book prize given by the Department to each member of the winning choir. In each case the Challenge Shield is provided locally; the Cape Town shield was subscribed for by ten gentlemen who gave 5*l.* each; the Port Elizabeth shield was voted by the Municipality; the shield for the Railway Schools was presented by Sir James Sivewright, K.C.M.G.; and the other shields have been procured

by general subscription. In the event of a shield being provided for any other suitable town or district, the Department will supply a medal and prize books for the successful conductor and choir.

In each competition a piece in two or three parts is prescribed by the Department, and is sung without accompaniment : a piece in two parts is chosen by the choir and sung without accompaniment ; and two sight-singing tests, one in unison and the other in two parts, are supplied by the Department. These tests are to be sung (once, twice, or three times, according to arrangement) to the sol-fa syllables or any other, and then sung once to the syllable *laa*.

III. BOTANY.—Since 1898 competitions have been held, open to the whole Colony, in which prizes have been offered for the best collection of dried plants. Similar competitions will be held in 1900. The following are the new regulations :—

1. Two prizes of books on Botany, chosen by the winner, will be given to the competitors who send in the best collections, accompanied by descriptions, of dried specimens of South African plants. There will be two distinct competitions, one for elementary stage candidates, who are asked to send in twenty specimens representing at least twelve natural orders ; and the other for competitors who have already passed the Elementary Botany examination. The latter are asked to send in forty specimens, representing at least fifteen natural orders.

The following instructions should be observed :—

- (a) The specimens to be attached to sheets of paper, about 16 inches by 10 inches in size, and to be systematically arranged.
- (b) The specimens to be complete wherever possible.
- (c) A label to be attached below each specimen, stating the name, natural order, habit of growth, mode of occurrence, locality and time of collecting.
- (d) The descriptions to contain all botanical details, to be illustrated with diagrams, and to be written on sheets of paper of foolscap size, fastened together.
- (e) The collection and descriptions to be certified to by the Principal of the School, as being the unaided work of the competitor.

2. A prize of a botanical cabinet or collection of books on Botany for the School Library will be given to the School sending in the best Herbarium of at least 200 South African plants, the same having been collected by the staff or the pupils, or both. The collections sent will remain the property of the Schools.

The following instructions should be observed by schools competing for this prize :—

- (a) The specimens forming the collection to be attached to stout sheets 16 inches by 10 inches in size, and to be systematically arranged.
- (b) Labels to be given stating name, natural order, habits of growth, mode of occurrence, locality, colour of flower when fresh, time of collection, and use of plant, if any.

3. Collections and Herbaria should be sent in to the Superintendent-General of Education, Examining Branch, Cape Town, in order to reach him not later than the 30th November. In each case a list of the specimens, to be retained by the Department, should accompany the collection.

(iv.)—PUPIL TEACHERS' CLASSES.

1. Central classes for the training of pupil teachers were commenced in Cape Town in the beginning of 1894. There being

no Government building available, these classes met for a short time in the University Hall, Bureau Street, after which accommodation was found for them in the William Frederick Public School. Very soon, however, the room occupied there proved to be too small, and it was found necessary to remove to the rooms in New Street, then rented from the Fine Arts Association for the purposes of an educational museum. On the Education Department securing the building and site belonging to the Fine Arts Association, it was resolved to erect new premises, and the classes had once more to remove, this time to the Mutual Hall, Darling Street. This hall in its turn proved insufficient for the work carried on in it under the Department, and the pupil teachers' classes were next accommodated in the Riebeeck Hall Bree Street, in which they remained during the years 1898 and 1899. They were removed at the beginning of 1900 to the new building in Queen Victoria Street, where permanent provision has been made for them, along with the School of Art.

When the classes were started in 1894, there were 95 pupil teachers on the roll, and at approximately the same date in 1900 the number on the roll was 138.

2. The ordinary period of training extends to three years. Candidates for the first year must be at least fourteen years of age, those for the second year fifteen, and those for the third year sixteen, by 31st December immediately preceding their admission. No concessions in regard to these requirements as to age will in future be made.

All candidates for the first year must have passed Standard V. at least; in 1901, Standard VI. will be exacted.

Candidates who have passed the matriculation examination are at present allowed to take the third year of training without having attended the first and second years; and those who have passed the School Higher Examination or Standard VII. to take the second and third years without having attended the first.

3. Government grants of 12*l.* for the first year, 16*l.* for the second year, and 20*l.* for the third year are available for pupil teachers in State-aided schools.

No fees are charged for the central classes and all the books required are provided free. Second-class railway season tickets, also, are granted to pupil teachers connected with schools situated between Cape Town and Wynberg.

4. The annual examinations for pupil teachers are partly practical and partly written. The practical part is conducted by the Inspectors of the Department; the written examination is held during the early part of December of each year.

(v.)—NEEDLEWORK CLASSES.

1. The most important step towards methodising the teaching of Needlework in the schools of the Colony was taken in 1893, when the first graded syllabus of work for the Standards was published, and when pressure was thereupon brought to bear on school managers to see that the subject was introduced into all

girls' schools and into as many of the mixed schools as circumstances permitted. This was followed up in the same year by the appointment of a Departmental Instructress, whose duties were to train acting teachers in the best modern methods of teaching the subject.

The first class formed for this purpose was held in the Good Hope Seminary, Cape Town, where a room was kindly placed at Miss Fuechsel's disposal. Success attended the scheme from the first; and as a consequence it was soon decided to draw up a full scheme of work for candidates desirous of obtaining a Special Needlework Certificate. The classes started as an experiment became practically permanent, a more centrally situated room having been obtained at the School of Industry through the kindness of the Principal. They were transferred to the Training School in the beginning of 1900.

2. The classes are conducted with the following objects in view: (1) To show how Needlework may be treated as a class subject and to train ladies to teach it as such; (2) to teach all that appertains to Plain Needlework, from the proper handling of the needle to fashioning a coat and skirt; (3) to prepare ladies who wish to earn one or all of the Needlework Certificates issued by the Education Department.

3. The examination for the Teachers' Special Certificate in Needlework is held annually during the early part of December and is divided into five courses, viz.:—

- I. Plain Needlework.
- II. Mending.
- III. Cutting-out.
- IV. Knitting and Netting.
- V. Dress Cutting.

The following is the scale of fees:—

- A. For teachers engaged in State-aided schools:
5s. for each of the first four courses;
10s. for the fifth course.
- B. For non-teachers:
10s. for each of the first four courses;
20s. for the fifth course.

(vi.)—DRAWING CLASSES.

1. The first attempt to methodise the teaching of Drawing in the State-aided schools was the introduction, in 1895, of a graded syllabus of work for the Standards. As a direct consequence of this, the subject was soon thereafter included among those taught to teachers at the Vacation Courses of Training, and a syllabus of work was drawn up for the guidance of those who wished to qualify for a Special Certificate in Drawing. At a later date (1898), and in exact imitation of what had been done in connection with Needlework and other neglected school subjects, a Departmental Instructress was appointed, whose duty was to

open classes in Cape Town for the training of teachers and to visit schools in the neighbourhood with a view to the proper organisation and management of their Drawing Classes.

For about two years the Teachers' Classes were carried on under great difficulties, the only meeting place available being the Mutual Hall. They were transferred to the Training School in 1900.

2. The classes in Drawing are intended principally for adult teachers and the students of the Training School, the main object being to prepare such teachers for the examination for the Special Certificate in Drawing.

3. The examination for the Teachers' Special Certificate in Drawing is held annually towards the beginning of December, and the work for it is divided into five courses, viz. :—

- (a) Freehand Outline Drawing from the Flat.
- (b) Outline Model Drawing.
- (c) Geometrical Drawing.
- (d) Linear Perspective Drawing.
- (e) Blackboard Drawing.

No fees for these classes are charged to teachers engaged in State-aided schools.

(vii.)—KINDERGARTEN CLASSES.

Arrangements have been made for introducing from England a skilled and experienced Instructress in Kindergarten, with a view to opening classes for adult certificated teachers in the current year (1900).

(viii.)—WOOD-WORK CLASSES.

1. The first class for the training of teachers in Wood-work was started in connection with a Vacation Course of Training for Teachers held in Cape Town during the Christmas holidays 1893-94, since which date it has formed part of every similar course. This was supplemented by a permanent class for the teachers of the Cape Division, which met for the first time on 1st July, 1896. Both classes were under the superintendence of Mr. Cook, Wood-work Instructor of Graaff-Reinet and afterwards Stellenbosch. Towards the close of 1897 a Departmental Instructor (Mr. C. Smith Young) was appointed, and since that date the duty of fostering the teaching of the subject has been in his hands.

The only room at first available for the Cape Town Teachers' Saturday Classes was a portion of the Mutual Hall, which had been rented for the training of pupil teachers; subsequently much better accommodation was obtained through the courtesy of the managers of the South African College School. The transference to the new buildings in Queen Victoria Street took place in the beginning of 1900.

2. The classes in manual training are intended principally for adult teachers, the main object being to prepare such teachers for the examination for the Special Certificate in Wood-work.

As, however, it has been found impracticable to attempt Wood-work until boys have reached the Fifth Standard, and as the want has been felt of some simple form of hand-and-eye training to fill the gap between the Kindergarten and the manual training of the higher standards, it has been decided also to hold classes to enable teachers of both sexes to qualify in cardboard modelling. The simpler exercises in this course are suitable for scholars in the Third and Fourth Standards, while the more advanced work may be taken up as an alternative where the expense of Wood-work is prohibitive. The related drawing is similar to that prescribed in the Elementary School Course for Standards III.-VII.

No fees for these classes are charged to teachers engaged in State-aided schools.

VI.—GOOD SERVICE ALLOWANCE AND PENSIONS.

(i).—*Good Service Allowance.*

1. Although there are indications that some payment similar to good service allowance was made before 1875, it was only in that year that a definite scheme was drawn up and sanctioned by the Government. At a later date (1887) there was associated with the scheme, and made dependent upon it, a scheme for pension, a special Act of Parliament being passed for the purpose. In 1896, as the result of a Special Committee's recommendation, the scheme for good service allowance was revised and extended to all teachers in receipt of Government grants. The same Committee had under consideration the subject of the revision of the Pension Act, this revision being the necessary complement of the changes made in regard to good service allowance. Action, however, had at the time to be deferred.

2. Any candidate for good service allowance must be recommended in the first instance by the inspector of the circuit in which his school is situated. For this purpose every inspector is provided with a supply of application forms, with blank spaces for the requisite information regarding the applicant's qualifications, years of service, and success in work.

3. The inspector's recommendation, accompanied by the above-mentioned details, is submitted to the office for scrutiny, the approval of the Superintendent-General being finally necessary before the teacher's name is placed on the good service list.

4. To be eligible for a place on the good service list, a teacher must have completed five years' *continuous* and *meritorious* service in connection with the Department of Public Education, and the Superintendent-General has in addition to satisfy himself that the school or department conducted by such teacher is thoroughly efficient.

5. The period of apprenticeship as a pupil-teacher cannot be reckoned as part of the above five years' service.

6. Unless a teacher's appointment has been approved by the Department and he is in receipt of a grant in aid of his salary, he is not considered as having served in connection with the Department, and is not, therefore, eligible for Good Service Allowance.

7. Any breaks in the service of a teacher *must have been* covered by leave of absence. Any period covered by *ordinary* leave of absence is reckoned as service. *Special* leave of absence merely preserves the continuity of service; the period of leave itself is not reckoned.

8. In all cases of breaks of service covered by leave of absence the letter granting such leave of absence should be sent in support of the application for Good Service Allowance; if this for any reason be impossible a reference to the date and number of such letter should be given in the application.

9. The greatest care must be taken to ensure accuracy in the details furnished by the candidate on the form of application, as any error ascertained would at once preclude further consideration of the case.

10. All teachers should keep a careful record of the success of their pupils at inspection, as the Department requires to know the number presented and passed in standards at the last five inspections of their respective classes (and schools, if they be principal teachers).

The matter of leave of absence largely affects the question of Good Service Allowance, and the regulations on the subject will be found below.

11. A teacher's name having been placed on the Good Service List, the first payment will be made at the end of the sixth year of service or immediately if that period be already past. Subsequent payments will be made on application to the Accounting Officer at the end of each year of service, provided the Superintendent-General is still satisfied with the manner in which the duties of the teacher are performed.

12. Payments are made during ordinary leave of absence, but should such leave have expired and the teacher not be reinstated in the service of the Department his name would be removed from the Good Service List.

13. The amount of Good Service Allowance is calculated on the following scale :—

(1) For the sixth, seventh, eighth, ninth and tenth years—25 per cent. of the Government salary grant, unless the Government grant is more than half of the salary, in which case the percentage is reckoned on half of the salary.

(2) For the eleventh, twelfth, thirteenth, fourteenth, and fifteenth years—35 per cent. similarly reckoned.

(3) After the fifteenth year—40 per cent. similarly reckoned.

14. The old scale is reprinted here for the information of those affected by it:—

OLD SCALE OF GOOD SERVICE ALLOWANCES.

		£	s.		
<i>Public Schools.</i>					
<i>Class I. (Boys)</i>	} Principals and Vice-Principals.	25	0	after	5 years' service.
and		37	10	"	10 "
<i>Normal Colleges (Boys)</i>		50	0	"	15 "
<i>Public Schools.</i>					
<i>Class I. (Boys) Assistants*</i>	- - -	15	0	after	5 years' service.
<i>Class I. (Girls), Principals and Vice-Principals</i>	- - -	22	10	"	10 "
<i>Class II. (Boys), Principals</i>	- - -	30	0	"	15 "
<i>Normal Colleges.</i>					
(Boys) Assistants*	- - -	15	0	after	5 years' service.
<i>Deaf and Dumb Schools.</i>		22	10	"	10 "
Principals	- - -	30	0	"	15 "
<i>Training Schools (Native)</i>	} Principals.				
<i>Boarding Schools and</i>					
<i>Normal Colleges (Girls)</i>					
<i>Public Schools.</i>					
<i>Class I. (Girls), Assistants*</i>	- - -	10	0	after	5 years' service.
<i>Class II. (Girls)</i>	} Principals	15	0	"	10 "
<i>Class III. (Boys)</i>		20	0	"	15 "
<i>Normal Colleges.</i>					
(Girls) Assistants*	- - -	15	0	"	10 "
<i>Private Farm Schools.</i>					
Teachers	- - -	20	0	"	15 "
<i>Mission Schools,</i>	} Head Teachers	6	0	after	5 years' service.
<i>Aborigines Schools</i>		9	0	"	10 "
<i>Approved Infant Schools</i>		12	0	"	15 "

* This applies only to full Assistants.

15. Professors and lecturers employed in Colleges and Institutions receiving aid from Government under the Higher Education Act are awarded Merit Grants in accordance with the provisions contained in the two succeeding paragraphs.

16. To a professor or lecturer who has completed five years' continuous and meritorious service, and who is in receipt of a grant of 200*l.* per annum in aid of his salary, a Merit Grant at the rate of 75*l.* per annum is awarded (or *pro rata* should such lecturer or professor be in receipt of a smaller grant in aid of his salary). At the termination of ten years' continuous and meritorious service, such Merit Grant is increased to 100*l.* per annum, at which rate it continues so long as such professor or lecturer performs his duties to the satisfaction of the Government.

17. When a professor or lecturer at the time of his appointment to a College or Institution under the Higher Education Act is in receipt of good service allowance, he continues to receive good service allowance at the same rate as during his last appointment until the expiration of five years, when he receives the Merit Grant provided for under the Higher Education Act on the usual conditions.

18. Five *per cent.* is deducted from the amount of each payment of Good Service Allowance and Merit Grant as a contribution to the Teachers' Pension Fund.

19. In the Superintendent-General's Annual Report a full list arranged according to Inspectors' Circuits, of the names of teachers entitled to Good Service Allowance is published, the month in which the allowance is due being given in each case. Teachers are expected to examine the list, and to communicate to the accounting officer any corrections that may be necessary.

20. The regulations regarding leave of absence are printed hereunder for the information of teachers.

21. A teacher desiring leave of absence must first obtain the consent of the school managers, who, on applying to the Superintendent-General for his approval, must intimate their consent, and their satisfaction with the substitute proposed.

22. Whenever a teacher is absent from his or her school without the approval of the Superintendent-General, the Government grant will remain in abeyance.

23. A professor, lecturer, or teacher may obtain *special* leave of absence, at any time, for a period not exceeding six months, without salary, on the Superintendent-General of Education and the managers of the college or school with which he is connected being satisfied with the arrangements made for the discharge of his duties throughout the period of his absence. The period of absence shall not count for service.

24. A professor, lecturer, or teacher, who has completed five years' continuous active service, may obtain *ordinary* leave of absence for a period not exceeding twelve months, on the Superintendent-General of Education and the managers of the college or school with which he is connected being satisfied with the arrangements made for the discharge of his duties without extra cost to the Education Department throughout the period of his absence. The period of absence is to count for service, and the merit grant or good service allowance is to be paid as in actual service. No ordinary leave shall be granted again except after an interval of five years' continuous active service.

25. When a professor, lecturer, or teacher, by reason of the expiry of his engagement with the managers, or by reason of his resignation from ill-health or other sufficient cause, shall be temporarily out of public employment, he may be considered as absent on leave, without salary, for a period not exceeding twelve months; and when he resumes active service the breach of service caused by this suspension of public employment may be condoned if the Superintendent-General of Education is satisfied that such termination of engagement or temporary suspension of employment has not been brought about by the misconduct of the professor, lecturer, or teacher; but the period during which he was out of public employment will not count as actual service, nor will any merit grant or good service allowance be paid during that period.

26. A professor, lecturer, or teacher who, by reason of the inspector's report on the college, school, or department with which he is connected, is in danger of having his name removed

from the list of those entitled to the merit grants or good service allowance may appeal to the Superintendent-General of Education for special inquiry into his case; and the decision of the Superintendent-General of Education after such inquiry, shall be final.

(ii.) *Regulations regarding Award of Pensions.*

(a) 1. To be eligible for pension, a teacher must on his retirement have completed fifteen years' service in connection with the Department, and must be in receipt of good service allowance.

2. Further, such retirement must have taken place by reason of the teacher having reached sixty years of age, or having become incapacitated for further work by reason of ill-health.

3. Should the retirement have taken place on the grounds of ill-health, a medical certificate to the satisfaction of the Superintendent-General must be submitted in support of the application.

4. The text of the Teachers' Pension Fund Act, No. 43, of 1887, is published hereunder, in terms of which all pensions are granted.

Teachers' Pension and Fund Act, No. 43, of 1887.

Whereas it is expedient to fix the conditions on which professors, lecturers, and teachers shall become entitled to merit grants or good service allowance, and to regulate the amount of such grants or allowances; and whereas it is expedient to provide for the continuance of merit grants or good service allowance to professors, lecturers, and teachers who may retire from actual service, and to provide for the establishment of a Teachers' Pension Fund. Be it enacted by the Governor of the colony of the Cape of Good Hope, by and with the advice and consent of the Legislative Council and House of Assembly thereof, as follows:—

(1) No professor, lecturer, or teacher shall be entitled to be put on the Good Service List, or to draw a Merit Grant or Good Service Allowance, unless the Superintendent-General of Education is satisfied that such professor, lecturer, or teacher has completed five years' continuous and meritorious service in connection with the Department of Public Education, and that the college, or school, or department conducted by such professor or lecturer, or teacher is thoroughly efficient.

(2) It shall be competent for the Governor to remove the name of any professor, lecturer, or teacher from the Good Service List whenever the duties of his office are not performed to the satisfaction of the Superintendent-General of Education, and to restore such name to the said list on the recommendation of the Superintendent-General of Education.

(3) Every professor or lecturer who has completed fifteen years' service in connection with the Department of Public

Education, and who is on the Good Service List and is in receipt of a Merit Grant not exceeding 100*l.* per annum (as fixed by Section 6 of the amended schedule (1882) to the Higher Education Act No. 24 of 1874), shall, on his retirement from active service by reason of his reaching sixty years of age or being incapacitated by ill-health, continue to receive such Merit Grant annually for the rest of his life, with an addition of 25 per cent. for a service of fifteen years and under twenty years, and of 50 per cent. for twenty years' service and upwards.

(4) Every teacher who has completed fifteen years' service in connection with the Department of Public Education, and who is on the Good Service List, and is in receipt of the Good Service Allowance, shall, on his retirement by reason of his reaching sixty years of age, or by being incapacitated by ill-health, continue to receive the annual Good Service Allowance for the rest of his life, with an addition of 50 per cent. for a service of fifteen years and under twenty years; 75 per cent. for a service of twenty years and under thirty years; 100 per cent. for a service of thirty years and upwards.

(5) The scale of good service allowances to teachers shall be as laid down in the schedule hereunto annexed; and no change in the scale shall take effect until it shall have been assented to by both Houses of Parliament.

(6) From the Merit Grant or Good Service Allowance, for every professor, lecturer, or teacher to whom such grant or allowance may be lawfully assigned, there shall be made an annual deduction at the rate of 5*l.* per cent. on each such Merit Grant or Good Service Allowance; and all sums so deducted shall be paid into the Colonial Treasury to the credit of a separate account to be called the Teachers' Pension Fund.

(7) The provisions of the fourth, fifth, sixth, and seventh sections of the Civil Services Pension Fund Act, 1886, shall, *mutatis mutandis*, apply to the Teachers' Pension Fund.

(8) It shall be lawful for the Governor from time to time to frame bye-laws, fixing the conditions and times of leave of absence of professors, lecturers, and teachers, with or without salary; and also regulations under which any professor, lecturer, or teacher may appeal to the Superintendent-General of Education in respect of any Inspector's report which may appear to effect or endanger his claim to a Merit Grant or Good Service Allowance; and, further, the conditions under which any temporary suspension of employment, or any other special circumstances beyond the control of the professors, lecturers, and teachers, shall be held not to deprive them of the benefits by this Act.

(9) No pension under this Act shall be awarded until after the expiry of twelve months from the taking effect of this Act.

(10) This Act may be cited for all purposes as "The Teachers' Pension and Fund Act, 1887."

Sections 4, 5, 6, and 7 of the Civil Service Pension Fund Act, 1886, above referred to.

4. Interest at the rate of 5*l.* per centum per annum on the balance of the said fund in the Treasury on the 13th day of June in each year shall be paid into the said fund out of the general revenue.

5. The rate of deduction mentioned in the first section of this Act may from time to time be altered by the Governor, provided that no such alteration shall take effect until the Legislative Council and House of Assembly shall have communicated to the Governor their concurrence therein.

6. It shall be lawful for the Treasurer of the Colony to invest any portion of the balance to the credit of the Fund in Government Debentures or Stock, and to sell any such Debentures or Stock which may have been previously purchased.

7. A statement of all moneys received and disbursed under the provisions of this Act, and of all investments and sales under the provisions of the last preceding section, shall be laid before both Houses of Parliament annually.

VII.—INSPECTION.

The following instructions have been framed for the guidance of the inspectors in their work of school inspection :—

I. General Instructions.

1. The duties of Inspectors of Schools are to visit and examine all Day Schools, Boarding Schools, and Departments, and other Institutions liable to inspection under the provisions of the Education Act No. 13 of 1865; to examine into the state of the buildings and the school furniture, to ascertain by examination the attainments of the scholars, and to inquire into the efficiency of each school in regard to the locality in which it is placed; to ascertain the qualifications of teachers, and of candidates for employment as teachers; to see that the conditions of aid are observed, and to call for such returns from the managers and teachers as they may require, in order to get full information.

2. The Inspectors encourage and co-operate with local efforts for the extension and improvement of elementary education, and without interfering in the management and discipline of any school, press upon the attention of managers and teachers such changes as appear desirable in the accommodation for the school and the teachers, the methods of teaching, the text-books, furniture, and other apparatus, as well as the discipline and general organisation of the school.

3. After the Summer vacation, the inspection begins early in February.

4. Each Inspector furnishes a weekly diary, according to a form prescribed by the Department, and a monthly report embodying in details the results of inspection. These reports are printed and copies are sent to the Managers of Schools.

5. The Series of Standards I. to VI. will be sufficient guide to ensure a uniform classification of the scholars after examination in elementary subjects of instruction. The higher subjects of instruction will be specially reported on.

II. On Securing Uniformity of Inspection.

6. The Inspectors employ the same method in classifying scholars under the standards.

7. The printed schedule, No. I., should be sent to the teacher of a large school some days before inspection, that he may fill in the names and the Standard in which each scholar passed at the previous inspection. In the case of small schools, the Inspector will carry schedules with him and cause them to be filled in before the inspection begins.

8. The Royal Readers No. I., II., III., and IV. sufficiently indicate the requirements for reading under the respective standards. There should be at least two different sets of reading-books in each school.

9. The passage for dictation should be selected from a reading book in use. One line legibly written and with not more than two mistakes for Standard II., six lines with not more than six mistakes for Standard III., and eight lines with not more than four mistakes for Standard IV., should constitute a pass.

10. To pass in any standard in arithmetic, each scholar should, as a rule, work correctly one of the three questions put; but of the subjects of Standard IV., at least two must be done correctly.

11. The results of the inspection, that is, the standard under which each scholar is classed, should be recorded in the daily register (No. II.), under the column headed "remarks," and the record should be signed by the Inspector before leaving, or a certified copy of the record (Schedule I.) should be attached to the school register. This will show what progress is made by each scholar from year to year.

12. With regard to other elementary and also to higher subjects, the Inspector should report on the style of teaching, the general accuracy of the work done, and the stage to which the pupils have advanced in each subject.

13. Where the course of instruction permits a choice of specific subjects, the Inspector will be careful to note what subjects have been chosen, and to which of the staff the teaching of such subjects is assigned.

14. The examination will extend to all the subjects required to be taught in the respective classes of schools; and also to Freehand Drawing and Object Lessons.

15. SCHEDULE I. (SPECIMEN).

RECORD OF PASSES.

Date of Inspection.....189

Name of School

Order Class.....

		1	2	3	4	5	6	7	8	9	10	11	12	
	NAME.	Reading.	Dictation.	Parsing and Analysis.	Geography.	Writing.	Arithmetic.	History.	Geography, Physical.	Natural Science.				Standard.
														Last Year. Now.

Teachers are instructed to keep the record of passes for reference.

16. The Inspectors will see that the time-table and School Almanac are posted in every School, and will inquire into the claims of Teachers to be put on the Good Service List.

III Registers, Returns, and Inspectors' Visits.

The following regulations regarding Registers, Returns and Inspections are in force in the schools inspected by the Department of Public Education:—

(i.) *School Registers.*

1. All teachers must keep a "Class Register" (No. II.), and all schools, except Private Farm Schools, must also have a "Register of Admission and Withdrawal" (No. I.) and a "Summary" (No. III.) kept by the Principal Teacher.

2. The name of each child admitted to the school should be entered in the Admission Register, and the index number opposite the name in the Admission Register is the number to be inserted opposite the child's name in the Class Registers.

3. Enquiry should be made of the parents as to the cause of any absence, and the teacher should ascertain as soon as possible whether an absent child is withdrawn from school or not, no name being allowed to remain on the roll more than a fortnight after the child has ceased to attend unless it is definitely understood that the child will come back to school. All withdrawals should be entered in the Admission Register (No. I.), and the return of any child who has been withdrawn should be noted under the same number.

4. No name should be entered in the Class Register for any quarter unless the child has actually attended at some time during the Quarter. (This supersedes the instruction given on the back of the Quarterly Return Forms now in use.)

5. The attendance is to be marked in the Class Register both morning and afternoon, and the necessary entries in the Summary Register must be made every Friday afternoon.

6. School Registers are the property of the Government, and are not to be removed from the school or in any way destroyed. When any school requires a further supply, application should at once be made to the Department.

(ii.) *Attendance Return.*

1. All schools are required to send in a Quarterly Return of Attendance on the last school day of each Quarter as shown in the School Almanac, addressed to the Superintendent-General of Education, *Statistical Branch*. Even when permission has been granted to depart from the ordinary Vacations, the Return should be made up for the usual period, reckoned from the last school day of one quarter (as shown on the School Almanac) to the last school day of the next. A reference to the official letter authorising the change of Vacation should be given in the Return for any Quarter in which the number of school days is affected by the change.

2. Unless the Quarterly Attendance Return is punctually sent in to the Education Office, it will be taken for granted that the school has been closed, and the grant will cease. In the case of Private Farm Schools no grant will be paid for any Quarter for which such a Return has not been received.

3. Full instructions as to the method of filling in the Quarterly Return of Attendance will be found on the back of the form, which is reprinted below for reference. Teachers are warned that any misrepresentation of facts on this form will result in serious action against them on the part of the Department.

4. Institutions drawing aid from Government under the Higher Education Act must furnish a Quarterly Return of the number of students in attendance, with particulars of courses followed, on a special form provided for the purpose.

(iii.) *Inspections.*

1. VISIT OF INSPECTOR. Deputy inspectors of schools may visit and report on the general state of any school, and examine the work of the various standards, with or without previous notice.

2. PREPARATIONS FOR INSPECTION. A school inspection form and class schedules will be supplied by the inspector to be filled up by the principal teacher in accordance with the following instructions:—

School Inspection Form. The principal must be careful to inform himself concerning the finances of the school, and in particular as to all the annual grants given by the Department, viz.:—

Grants for salaries of teachers, boarding superintendents, &c.

Capitation grants (*i.e.*, for indigent boarders, apprentices, and pupils in training schools).

Interest on building loans (schools and teachers' residences)
Rent for schools and teachers' residences.

A statement of the local contribution to the various salaries must be at hand at the time of inspection.

Class Schedule. As a rule, each class should have a separate schedule. If the school be a mixed one the names are to be entered in the following order: First, white boys; second, coloured boys; third, white girls; fourth, coloured girls; an unoccupied line being left between the various divisions. Opposite each pupil's name, in the proper column, are to be entered the pupil's age and the standard reached at the last inspection. If the pupil was present at last inspection, but below Standard, "O" is to be entered opposite the name; if not present, "abs." On the back of each schedule is to be entered the range of any work done by the class in addition to that prescribed in the Elementary School Course. Lists of songs prepared by the pupils, and of Object Lessons, and graded examples of the various stitches and kinds of Needlework, should be presented.

3. ARRANGEMENTS AT INSPECTION. The Principal should make such arrangements that the inspection may proceed with smoothness and despatch. Every possible means should be used to secure a large and punctual attendance. The pupils should be seated in the order in which their names are entered on the Schedules; each pupil should have his reading-book, copy-books and writing materials ready. During the inspection all the classes that are not actually being examined should have some quiet work provided.

4. EXAMINATION OF REGISTERS. All registers should be ready for examination at the time of the visit of the Inspector, who will report to the Department regarding any irregularities. The attendance of pupils receiving Indigent Boarder Grants should be brought specially to the Inspector's notice.

5. REPORTS. The correspondent or Secretary of every school under the Department will receive a copy of the Inspector's report on the school as soon after the inspection as possible. Copies of reports of informal visits by inspectors, and of visits made by the departmental instructors or instructresses of Drawing, Needlework, Singing, or Wood-work will be forwarded when they contain anything calling for special attention.

6. COMMUNICATION OF REPORTS TO MANAGERS AND TEACHERS. Immediately on the receipt of any such report, the secretary or correspondent must communicate it to all the managers, and to all the teachers; and the principal teacher must see that a copy of it is inserted in one of the School Registers, in order that it may be at hand for reference. Managers and Principals of schools will give the members of the staff an opportunity of making extracts of such portions of any reports as may concern them or their work.

APPENDIX.

E. 1.

QUARTERLY RETURN OF ATTENDANCE, &c.

Quarter ending 189.....

Name of Division, ...

Name of School, ...

Class of School, ...

I.—NUMBER OF TEACHERS.

	Adult Teachers.		Pupil Teachers.		
	Cer- tified.	Uncer- tified.	1st Year.	2nd Year.	3rd Year.
Male					
Female					

II.—NUMBER OF PUPILS.

	Boys.		Girls.		Total.
	White.	Coloured.	White.	Coloured.	
Number of Pupils on the Roll -					
*Average Attendance for the Quarter -	(Only the total required.)				
Lowest Weekly Average Attendance during the Quarter -	(Do.)				
Number of Boarders -	(Do.)				

*The School was open.....days during the Quarter. The School hours are from.....to.....and from.....to.....

III.—SCHOOL LIBRARY.

Number of Volumes -	Number of Readers -	Charge per Quarter -
---------------------	---------------------	----------------------

.....
PRINCIPAL TEACHER.

INSTRUCTIONS FOR FILLING UP THIS FORM.

1.—NAME AND CLASS OF SCHOOL.

The name of the town, village, or farm where the school is situated should be given under the heading "Name of School."

The following contractions should be used in defining the "Class of School" on the third line, viz. :—

Sp.	-	-	Special Institution.
A.1	-	-	First Class Undenominational Public School.
A.2	-	-	Second do. do. do.
A.3	-	-	Third do. do. do.
D	-	-	District Boarding School.
E	-	-	Evening School.
P.F.	-	-	Private Farm School.
Poor	-	-	(Extra-aided) Poor School.
B	-	-	Mission School.
C.1	-	-	Aborigines' Institution.
C	-	-	do. School.

The religious denomination, if any, with which the school is connected should be mentioned.

2.—CERTIFICATED.

This refers only to professional certificates. The recognised professional certificates are—British Privy Council, or certificates from other European Governments; Cape First Class, Cape Second (Middle) Class, Cape (or Natal) Third Class; and all teachers not holding one of these are to be returned as uncertificated.

3.—PUPIL TEACHERS.

All persons connected with the school, whether as pupils or as teachers, who will be candidates at the Pupil Teachers' Examinations in December next, should be included in the figures given here.

4.—NUMBER OF PUPILS ON THE ROLL.

Here give the total number of names of pupils who have been in attendance at any time during the quarter. At the commencement of each quarter the names of all pupils in actual attendance at the end of the previous quarter, and not known to have been withdrawn, should be entered on the roll. But no such name should be kept on the roll for more than two weeks unless it be known for certain that the pupil intends to return.

5.—AVERAGE ATTENDANCE FOR THE QUARTER.

This is to be found by adding the weekly averages of the quarter and dividing by the number of weeks.

6.—SCHOOL DAYS.

If the school has been closed on any day during the quarter not specified in the almanac as a holiday, or for which permission was not previously obtained from the Education Office, a written explanation should at once be forwarded to the Superintendent-General of Education.

7.—DESPATCH OF THE RETURN.

Neglect to fill in and despatch this return to the Education Office on the last school day of the quarter to which it refers will endanger the grant to the school.

In the year 1899, 2,628 detailed inspections were held. The Superintendent-General remarks that "the very least that should be aimed at is one inspection of each school per annum," and, unfortunately, this low ideal has not yet been quite attained.

A marked increase in the number of informal visits of inspection was reported in 1898 and in 1899. In consequence of

these surprise visits, considerable improvement has taken place in the average attendance at a number of defaulting schools. Mission Schools and outlying Farm Schools are the most frequent defaulters. Special improvement is noted in the Railway Schools, which can all be visited easily two or three times a year. The Superintendent-General reports that "in only a few instances was a teacher found absent from duty, but instances of neglected registers were much too common."

VIII.—FINANCE.

In the financial year ending June 30, 1899, the total expenditure was 270,758*l.* 14*s.* 9*d.*, this sum being apportioned as follows. The figures are also given for 1898:—

—	1898.	1899.
	£ s. d.	£ s. d.
Office - - - -	5,575 4 8	5,783 4 3
Inspection - - -	12,843 1 3	13,726 7 2
Higher Education -	11,608 14 7	15,599 5 1
Training of teachers -	8,975 0 8	9,938 15 0
Schools - - - -	126,020 13 5	225,710 15 3
	235,022 14 7	270,758 6 9

The following table shows what percentage of the total was expended on each item of the account:—

—	1898.	1899.
Office - - - - -	2'37	2'14
Inspection - - - - -	5'46	5'07
Higher education - - - -	4'93	5'76
Training of teachers - - -	3'81	3'67
Schools - - - - -	83'40	83'32

In the financial year ending June 30, 1898, the cost to the Government per pupil was 2*l.* 6*s.* 4½*d.*, or 2*s.* 2½*d.* more than in the preceding year. In 1899, the corresponding figure was 2*l.* 7*s.* 2*d.* and 11½*d.*

The average rate of grant per pupil was 2*l.* 0*s.* 8½*d.* in 1898, and 2*l.* 1*s.* 10½*d.* in 1899, the schools receiving more than the average being (roughly speaking) those for white children.

The following were the estimates of expenditure on education, 1898-99. The table shows the rates of aid in a compendious form :—

Explanation of Conditions under which aid is afforded from Public Funds :

HIGHER EDUCATION ACT, NO. 24 OF 1874.

SCHEDULE AS AMENDED, 1882.

A Grant not exceeding, in the first instance, 200*l.* per annum, is made in aid of the Salary of a Professor or Lecturer.

When a Professor or Lecturer, appointed under this Act, has completed five years' continuous and meritorious service, a special addition to the grant, not exceeding 100*l.* may be made.

ELEMENTARY EDUCATION ACT, NO. 13 OF 1865, AND SUPPLEMENTARY REGULATIONS.

UNDENOMINATIONAL PUBLIC SCHOOLS.

Class I.—A Grant not exceeding 200*l.* per annum for the principal ; 150*l.* per annum for the vice-principal ; 125*l.* per annum for each assistant teacher.

Class II.—A Grant not exceeding 150*l.* per annum for the principal ; 100*l.* per annum for the vice-principal ; 75*l.* per annum for each assistant teacher.

Class III.—A Grant not exceeding 100*l.* per annum for the principal ; 60*l.* per annum for each assistant teacher.

GIRLS' SCHOOLS.

A Grant not exceeding 120*l.* per annum for the principal ; 90*l.* for the vice-principal ; 75*l.* per annum for each assistant teacher.

DISTRICT BOARDING SCHOOLS AMONG THE AGRICULTURAL POPULATION.

Principals not to exceed 100*l.* per annum ; Assistants 60*l.* per annum ; and capitation allowances to indigent boarders, 12*l.* per annum, and also for indigent children under private instruction on farms.

Trade Classes, 50*l.* per annum.

MISSION SCHOOLS.

Class I.—For a series of schools, infant, juvenile, and industrial, the annual allowance is 75*l.*

Class II.—Where the children form only one school the annual allowance is 30*l.*

Class III.—At outstations the annual allowance is 15*l.*

Mission Schools (Additional Regulation).

That when the average attendance at a Mission School exceeds 100 children, an annual grant in addition to 75*l.* will be available for teachers' salaries, provided that for every pound so given 20*s.* are contributed locally, the maximum for each additional 100 children not to exceed 40*l.*

BOARDER DEPARTMENT. ABORIGINES.

I. SALARIES :—Principal	£100	II. SALARIES :—Teacher	£40
(Institutions) Assistant	- 40	Sewing Mistress	10
Sewing Mistress	10		

III. SALARY :—Teacher £20 to £30.

IV. INDUSTRIAL AND BOARDING INSTITUTIONS :—

Boarders £10 to £12 each per annum.
Apprentices £15 do.
Trade Teachers not exceeding £120 do.

V. TRADE CLASSES AND INDUSTRIAL DEPARTMENTS :—

£50 per annum each.

PRIVATE FARM SCHOOLS.

For each child present on the day of inspection, and shown to have been under regular instruction for the past twelve months :—

If under a certificated teacher - - - £3 0 0

If under an uncertificated teacher - - - 2 0 0

The capitation grants to be paid for children who, after examination, have passed the Standards of Elementary instruction, to be as follows :—

For a pass in the 1st (lowest) Standard - - £0 10 0

" 2nd " - - - 0 15 0

" 3rd " - - - 1 0 0

" 4th (or higher) " - - - 1 5 0

No grants payable on account of the attendance and attainments of the children taught, and on account of allowances for indigent boarders (at the rate of not exceeding £12 per annum), shall exceed in the aggregate forty pounds per annum on one farm.

POOR SCHOOLS.

Extra Aided and Poor Schools.—If it be proved to the satisfaction of the Superintendent-General that the people of European extraction in a locality are too poor to maintain a public school on the ordinary conditions, or that a number of them are too poor to pay the usual school fees, extra aid will be given.

When in such a locality no school already exists, and the people guarantee that the teacher will receive from them board and lodging, or an equivalent in lieu thereof, the Education Department will pay as follows :—

- (a) To an approved certificated and experienced teacher 15*l.* a quarter, to an approved uncertificated teacher 12*l.* a quarter, so long as an average attendance of twelve is maintained.
- (b) To an approved certificated and experienced teacher 20*l.* a quarter, to an approved uncertificated teacher 15*l.* a quarter, so long as an average attendance of twenty-four is maintained.

BOARDING GRANTS.

In the case of children whose home is not within three miles of a school, and whose parents are too poor to provide for their education, a grant in aid of their maintenance at an approved boarding school will be paid by the Education Department, the amounts to be dependent on circumstances, but in no case to exceed 12*l.* per child per annum.

RAILWAY SCHOOLS.

£30 on the following conditions :—

1. A daily attendance of at least ten scholars.
2. A local Committee of three Managers to guarantee free board and lodging for the Teacher, and a local cash payment of £10 per annum.
3. Managers to be selected with the consent of the Education Department.
4. Managers and Teachers to be approved by the Education Department.
5. Railway Department to provide accommodation for school.
6. School fees to be fixed by agreement between the Education Department and Managers.
7. School fees to be applied to cash payment of Ten Pounds (£10) per annum to Teacher, purchase of books, etc., and petty expenses of management.

ADDITIONAL GRANTS FOR SPECIAL SUBJECTS.

Drawing, Class Singing and Dutch should be taught by regular staff, no additional fee to be charged. Grant to special teacher where required, not to exceed maximum grant to assistant in same school.

Handiwork. Preferably taught by regular staff. Grant of £50 per annum to visiting teacher of class of at least twenty pupils.

ESTIMATES OF EXPENDITURE FOR THE YEAR ENDING 30TH JUNE, 1899.

EDUCATION.			
	Amount.	Reference to last year's Estimates.	
		Increase.	Decrease.
SUMMARY.	£	£	£
34. EDUCATION (exclusive of Native Territories).			
A. Head Office :—Establishment - -	12,178	612	
B. Special Contributions - - -	10,420	3,905	
C. Higher Education Act - - -	8,809	1,067	
D. Undenominational Public Schools -	69,494	2,895	
E. District Boarding Schools - -	8,965	165	
F. Private Farm and Poor Schools -	23,988	1,500	
G. Mission Schools - - -	27,426	152	
H. Native Industrial Institutions -	7,779	314	
I. Pupil Teachers and Training of Teachers - - -	30,823	1,335	
J. Good Service Allowance to Teachers	10,000		
K. Transport - - -	7,200	100	
L. Educational Survey - - -	300		
M. Miscellaneous - - -	22,808	3,230	
N. Teachers' Pension Fund - - -	1,200	200	
O. School Buildings - - -	14,000	1,500	
P. Grants - - -	1,000		
Q. Teachers' Residence and Boarding Accommodation at Vryburg - -	1,000	1,000	
35. EDUCATION (Native Territories).			
A. Transkei - - -	6,227	179	
B. Tembuland - - -	6,471	50	
C. Griqualand East - - -	6,106	120	
D. Pondoland - - -	557	76	
E. Good Service Allowance to Teachers	600		
F. Pupil Teachers - - -	150	...	100
G. Deputy Inspectors of Schools - -	1,100	50	
H. Transport - - -	1,300		
I. Miscellaneous Services - - -	950		
J. School Buildings for European Children - - -	1,000		
36. AGRICULTURAL SCHOOLS.	8,620	8,620	
Grand Total - -	290,471	...	...
	Net Increase, £24,970.		
<i>Recapitulation.</i>			
34. Establishments £12,178 } Exclusive of do. £245,212 }	257,390	15,975	
35. Native Territories - - -	24,461	375	
36. Agricultural Schools - - -	8,620	8,620	
Grand Total - -	290,471	...	...
	Net Increase, £24,970.		

IX.—BUILDING LOANS FOR POOR SCHOOLS.

Building Loans to Poor Schools.—On the recommendation of the Superintendent-General, the Government may lend money to the managers of any public school in order that property may be acquired or buildings erected for school purposes, and half of the interest on any such loans will be borne by the Education Department.

All the transactions connected with the acquisition of such property and with the erection of such buildings must be performed to the satisfaction of the Superintendent-General.

All such property and buildings must be vested in trustees as recommended by the Education Commission.

X.—GRANTS FOR SCHOOL BUILDINGS.

Grants for School Buildings.—Aid is given towards the erection or enlargement of (1) schoolrooms, used only for the purposes of an undenominational public school; (2) residences of principal teachers of such schools, including dormitories and other accommodation required for boarders; (3) dormitories and class-rooms connected with district boarding-schools among the rural population; (4) workshops used only for the training of natives in handicrafts.

The grants are in proportion to the amounts actually raised by local contributions, pound for pound, subject to the limitations that no grant for any one institution shall exceed 1,000*l.*, and that the grant shall be paid in instalments on satisfactory evidence of work done. The sites and plans of buildings are subject to the approval of the Government.

The terms of the trust deed in every case must be such as to satisfy the Government, and must provide, *inter alia*, that (a) the buildings should be used only for the purposes of an undenominational public school (or a "district boarding school" or a "native workshop") conducted under such conditions and regulations as may from time to time be fixed by Parliament; and (b) that if the buildings cease to be required or to be used for these purposes within twenty years from the date when the grant was paid, the Government shall have the right by sale of the property, or otherwise, to recoup itself to the full extent of the grant.

The following Regulations on the subject of Building Grants were added to the *corpus* of School Law in 1893 and 1896:—

- 1893.—1. On the recommendation of the Superintendent-General the Government may lend money to the manager of any Public School in order that property may be acquired or buildings erected for school purposes, and half of the interest on any such loans will be borne by the Education Department.

1893.—2. All the transactions connected with the acquisition of such property, and with the erection of such buildings must be performed to the satisfaction of the Superintendent-General.

1893.—3. All such property and buildings must be vested in trustees as recommended by the Education Commission (1892).

1896.—4. In the case of an approved Model School erected with the sanction of the Superintendent-General of Education to serve the double purpose of a Public School and a training institution for teachers, and therefore supplying the wants not merely of the town or division in which it is situated, but of the greater part or whole of an Inspector's circuit, two-thirds of the interest and sinking fund charge on the loan will be contributed by the Department.*

The original suggestion on which these regulations were made will be found in the answer of Sir Langham Dale to the Commission of 1891. It will be noticed that he himself got the idea from the practice of the Kerkraad of the Dutch Reformed Church in regard to school property.

"Sir Langham Dale saw no difficulty in constituting bodies of trustees, who would form 'School Committees' under the Education Acts, and would be in the same position as voluntary bodies in England in regard to the holding of property. He was of opinion that the system tended towards that arrangement. As an instance, he spoke of the 'Kerkraad' of the Dutch Reformed Church, which owns the greater part of the Public School property. The Kerkraad cannot apply for a building grant, as no grants are given to churches. Accordingly, they execute a deed to the effect that if they get a grant of money, say on the £ for £ principle, the Kerkraad will engage with the Education Department that the buildings shall be used only for the purposes of an Undenominational Public School; and that, if at any time within twenty years they cease to be so used, the Government shall have the right to recoup itself for the money given in building grants by selling in the property. The title thus belongs to the Kerkraad, and if they sell the property they must refund the money to the Government. This practically means that the Government has a mortgage on the property in security for their building grant.

The following are the current instructions regarding the issue of loans for school buildings, and the regulations as to building requirements.

* RENT.—When it is found impossible for the managers of a Public School to become possessed of land and buildings necessary for school purposes, including a dwelling-house for the principal teacher, and such property of an approved character can be hired at a reasonable rent, the Education Department will pay half the rent.

I.—GENERAL CONDITIONS.

1. Under the provisions of Act 11 of 1882, Act 14 of 1895, Act 15 of 1898, and Proclamation No. 388 of 1893, loans are granted to legally constituted managers of undenominational public schools for the following purposes:—Purchase, erection, and alteration of school buildings, gravelling and fencing school grounds and sites, survey charges and architects' fees, and extinction of debt incurred.

2. The cost of school furniture and appliances and movable fittings cannot be covered by loan.

3. The loans are granted on the sinking fund principle for the period of 25 years, and are redeemed in that time by annual payments of *6l. 7s. 4d.* per cent.

4. Half the annual charges are borne by the Education Department, and half by the local managers of the school.

5. The property must be vested by transfer in the following trustees:—The Civil Commissioner of the Division, the Superintendent-General of Education, and the Chairman of the Committee of Managers, each for the time being, and their respective successors in office.

6. The property on which the loan is raised is bonded by the trustees to the Government as security for the due payment of the loan. By Act No. 6 of 1893, no transfer duty is payable on property transferred for the purpose of an undenominational public school. To secure this exemption a certificate from the Superintendent-General of Education must be obtained.

7. After the issue of a loan, the cost of maintenance of the buildings to the satisfaction of the Department of Public Works is to be met by the local Managers of the school. As the property bonded is the only security for the loan, it is of course imperative that its value should be retained undiminished by means of necessary repairs, and therefore it is to be clearly understood that this obligation is entered into by the Managers of the school upon their signing the form of application for the loan.

8. Loans are not granted by the Department of Public Education, but by the Government on the recommendation of the Superintendent-General of Education.

9. The Department of Education must be satisfied as to the need of such aid, the suitability of the buildings proposed from an educational point of view, etc., etc.

10. The Public Works Department enquires into the technical detail of the construction of the buildings, the value of the property to be bonded as security for the loan, and deals with the necessary legal formalities for the due transfer of the property and its mortgaging as security.

11. The loan is issued by the Treasury, and in the case of erection of buildings is subject to a retention of fifteen per cent.

until the Chief Inspector of Public Works shall have issued a final certificate to the effect that it has been completed to his satisfaction.

12. The payments of the contributions towards the redemption charges are made half-yearly through the Civil Commissioner of the Division.

2.—PROCEDURE.

13. The following procedure should be followed in application for school building loans from managers of schools.

14. The circumstances making a loan necessary, its specific object, and estimated amount should be stated in the preliminary correspondence with the Education Department. This correspondence should also indicate the nature and extent of existing accommodation and site, their value (whether by market valuation or Divisional Council), the date and amount of any previous Government aid, by loan or grant, etc.

15. If the Superintendent-General is satisfied as to the need of a loan, he will undertake generally to support the application.

16. The Managers should then submit the following pencil sketch plans. (a) A block plan to show the extent of the site and position of the buildings, and (b) in the case of new buildings a ground plan, for consideration and amendment.

17. It must be carefully noted that at this stage detailed working plans should *not* be framed and submitted. Such action will most probably involve delay and expense, as the draft plans submitted may have to be considerably modified.

18. When a draft plan has been considered and is agreed upon by the Managers and the Superintendent-General, he will direct them to instruct their Architect to prepare duplicate sets of working plans, including ground plans, roof plans, sections and elevations, and two copies of specifications. Upon these they will invite tenders, and will submit to the Superintendent-General the names of the tenderers, the amounts of the tenders, and their proposed selection from them.

19. The Superintendent-General will then be prepared to forward their application (on a form supplied by the Education Department) to the Department of Public Works, along with the duplicate plans and specifications, and will recommend the issue of the loan, and undertake to bear half the annual charges.

20. At this point the matter will really have passed out of the hands of the Department of Public Education.

21. The Department of Public Works will scrutinise the plans, and if found suitable will return to the Managers one copy of the plans and specifications endorsed as approved. The Department will also—if the loan is approved—deal with the further necessary legal steps, and will on these points communicate with the Managers of the school directly, and not through the medium of the Education Department.

22. As soon as Carpenters and Joiners' work is commenced upon any school building affected by these regulations, a policy of insurance against fire must be taken out, either by the Committee or by the Contractor, to cover the value of the buildings when erected. When the buildings are completed, this policy must be ceded to the Treasurer of the Colony, as collateral security for the loan, and be lodged in the Treasury, Cape Town.

3.—BUILDING REQUIREMENTS.

23. In planning school and class rooms, at least twelve square feet of floor per child should be allowed, and at least one hundred and forty-four cubic feet of space per child.

24. Class-rooms should be well ventilated by the admission of fresh air through inlet gratings fixed in the walls about six feet above the floor, vitiated air being extracted by approved ventilators fixed to the roof and connected by gratings in the ceilings of the rooms.

25. As far as possible light should be arranged to fall from the left of the pupils.

26. All vacant wall space round the room, not only immediately in front of the class, should be utilised for blackboards. The walls should be prepared with a suitable cement surface covered with blackboard composition. Such wall blackboard should be of, say, three feet in height, the top being about six feet above the floor. It is desirable that the wall blackboard immediately in front of the class should be replaced—where possible—by a slate or glass blackboard.

27. In mixed schools there should be separate entrances for boys and girls, separate provision for hat and coat pegs, separate playgrounds, and separate sanitary conveniences.

28. In all cases it is required that the position and nature of sanitary offices proposed be shown on the plans.

29. Each class-room should have a separate and independent entrance. Arrangements should, however, be made for the head teacher to have ready access to all class-rooms.

30. The Education Department has available for the use of Managers in country districts a small selection of school plans, which may be found useful as a guide, but are not to be taken as more than a general indication of essentials.

In the Report for 1898 the Superintendent-General remarks that the School Committees have shown more desire than ever to provide new school buildings, and to promote the physical welfare of the children placed under their charge. The number of competent school architects is reported to have continued to increase. The Department has prepared a complete set of plans for a one-roomed school building, so that all a rural committee in want of a school of this size has to do is to obtain a lithographed copy of the plans (supplied free of charge) to "acquire and have duly transferred a proper site, to advertise for tenders,

to have the selected tender approved by the Department, and then urge the contractor forward." The Department has also prepared a complete set of plans for a school requiring at the outset two rooms, but expected to develop later. These plans, therefore, show how a wing of two other rooms may be added at some future time, and, still later, a second wing of the same size. Printed specifications accompany the drawings, in order that School Committees may be saved all possible trouble.

XI.—HIGHER EDUCATION.

State support to higher education in Cape Colony is regulated by the Act of 1874. This is a short Act of three clauses, the first of which and the preamble run as follows :—

Whereas it is expedient to encourage the advancement of the youth of all classes throughout the colony in literary and scientific studies, and to make better provision for enabling young persons to prepare themselves for the various examinations prescribed, or to be prescribed, by the Cape of Good Hope Be it enacted by the Governor of the Cape of Good Hope, with the advice and consent of the Legislative Council and House of Assembly thereof as follows :—

1. All sums of money granted by Parliament for the purposes of high and professional education shall be administered by the Governor, in accordance with such rules and regulations touching higher and professional education as shall from time to time be approved of by the Governor, with the advice of the Executive Council, and published by proclamation in the Government Gazette. Provided that no such rule or regulation, nor any alteration or rescission thereof, which may from time to time become expedient, shall be proclaimed by the Governor, or shall take effect, until such rule or regulation, or the alteration or rescission thereof, as the case may be, shall have been assented to by both Houses of Parliament by resolution of each House. Provided also that the regulations contained in the schedule to this Act shall be, and are hereby declared to be, the regulations touching higher professional education for the time being, subject to the alteration or rescission in the manner hereinbefore set forth ; and provided, further, that an annual report of the allocation of such sums of money shall each year be laid before Parliament.

The second clause contains a special provision relating to the Graaff-Reinet College, which had been established by the Government in 1860. It was to receive no grants under the provisions of this Act (1874) until the number of professors and lecturers exceeded two.

Clause three repeated so much of the schedule to Education Act of 1865, as would make it possible for the Government to subsidise a place of higher education and a school of the first class in the same locality.

The principle of distribution adopted in the case of these higher institutions is the same as that which prevails in the

administration of the funds devoted to the undenominational public schools, that is to say, the Government makes a grant in aid of the salary of the individual teacher. Such a grant in respect of a professor or lecturer at a higher institution must not exceed in the first instance 200*l.*, but after five years' continuous and meritorious service a special addition to the grant, not exceeding 100*l.*, may be made.

Grants of the following amounts were placed on the estimates for the year 1898-99 for the benefit of the institutions named below:—

Graham's Town, St. Andrew's College	-	-	-	-	£945
Cape Town—Law Lecturer	-	-	-	-	£100
" " South African College	-	-	-	-	£2,783
" " Diocesan College	-	-	-	-	£1,300
Kimberley School of Mines	-	-	-	-	£900
Somerset East—Gill College	-	-	-	-	£650
Stellenbosch—Victoria College	-	-	-	-	£1,881
Wellington—Huguenot College	-	-	-	-	£450
					£8,809

In his report for 1899 the Superintendent-General stated that the buildings of the new School of Mines at Kimberley have been completed. But the outbreak of the war prevented them from being put to their proper use. Fortunately they suffered no damage during the siege.

The University of the Cape of Good Hope is a purely examining body and the preparation of students for its examinations is undertaken by the institutions named above.

XII.—AGRICULTURAL EDUCATION.

(a) REPORT OF SELECT COMMITTEE (1895) ON TECHNICAL EDUCATION IN AGRICULTURE.

The following is the Report of the Select Committee appointed by orders of the House of Assembly, dated the 16th and 28th May, 1895, with power to take evidence and call for papers, to consider and report upon the best means of supplying the Colony's need of adequate technical education in Agriculture. The Committee consisted of the Secretary for Agriculture, Messrs. Sauer, Merriman, J. C. Molteno, Abrahamson, Dr. te Water, Dr. Berry, and Messrs. Olivier and Lawrence:—

1. Your Committee beg to report that, for the purpose of their enquiry, they have taken technical education in agriculture to mean education or instruction in agricultural practice or in the sciences pertaining thereto.

2. Adequately to supply the Colony's needs in this respect, your Committee consider that provision should be made—

First: for the technical education of boys at school;

Secondly: for a higher course for more advanced students;
and

Thirdly: for the wants of those engaged in practical farming.

3. Technical education in agriculture can be provided in the following manner:—

- (a) In schools, especially those of the first class, in addition to training the youth for the University examinations, upon which the efforts of the teachers and of the managers seem now to be concentrated, efforts should be made to provide a more practical education.
- (b) Teachers in schools should be encouraged to give the required technical education, particularly in agriculture; and successful work of this special kind should be acknowledged in a manner approved by the Education Department.
- (c) Managers should be encouraged, perhaps in some instances they ought to be obliged, to equip their schools for technical teaching; and, in the case of agriculture, the equipment should include school gardens, laboratories, and workshops.

Public gardens receiving parliamentary grants might be made available for educational purposes.

- (d) Text-books, in Dutch and English, should be specially prepared. These books should deal with South African matters and be illustrated correspondingly. They should be issued subject to the approval of the Department of Education, which should also arrange to minimise the risks in the cost of publishing.
- (e) Pupils taking up these special subjects should be exempted from other subjects proportionately.

4. Higher course for advanced students.—The elementary schools so developed and reorganised, are to be looked upon as feeders for one or more Agricultural Schools or Colleges, or for such existing higher colleges as may aim at providing a special Agricultural Course. The generally admitted want of success of the existing Agricultural Schools points to the necessity of an immediate reconstruction.

5. Your Committee are of opinion that the Government Agricultural Schools, as separate institutions, should be given up. Your Committee find that much of the work done at agricultural schools is unavoidably overlapped by the colleges, and your Committee are of opinion that colleges by suitable endowments for chairs of general agriculture, and by a re-arrangement of their science side, could conveniently undertake such class teaching in agriculture as is now in demand.

6. Scholarships for promising students should be provided. Such students, if unable to pay their ordinary fees, should not be admitted until they have had one year's practical work on a farm.

7. Farmers throughout the colony who are prepared to receive probationers or apprentices should be registered and certified by the Agricultural Department.

8. Facilities for qualifying in science should be provided in connection with the training of teachers at the Normal College, Cape Town.

9. Specialists in science attached to the Agricultural Department should give approved courses of lectures at the colleges. In providing for these lectures the Agricultural Department should see that the course is not likely to be interrupted by the removal of the lecturer.

10. In the Western Districts special subjects of study might be dairying, vine and fruit culture. At some suitable locality in the Eastern Districts there should be an agricultural school or college at which stock-farming should be the speciality.

11. The wants of those engaged in practical farming must be met by the establishment of experimental farm stations on a liberal basis.

12. Travelling instructors are likely, for a long time to come, to render important services to agriculture generally. Ample provision should be made for men of this class.

13. In addition to its course for its students proper, every college should arrange to give short lectures and demonstration courses at convenient seasons of the year for those who cannot otherwise attend.

(b) THE GOVERNMENT SCHOOL OF AGRICULTURE, ELSENBURG.

(1) HISTORY.—The first Agricultural School in the Western Province was established at Stellenbosch in 1888, under the control of the Department of Agriculture. The first principal was Mr. F. Biersch, who held the post until his death in 1897, and the main assistants were experts attached to the Department of Agriculture. The school started with 10 pupils. The classes met in rooms rented from the authorities of the Victoria College, Stellenbosch; and, for purposes of demonstration and experiment in strictly agricultural matters, there was also rented from a proprietor in the neighbourhood a piece of garden ground about an acre in extent.

For a period of ten years the school was conducted under these unfavourable conditions of limited class-room and laboratory accommodation and defective opportunities for field work and experiment. Advantage was, however, taken of every opportunity afforded by the presence of experts in viticulture, fruit culture, forestry, etc., attached to the Department of Agriculture, to widen the curriculum of instruction.

In 1898 the control was handed over to the Department of Public Education; and soon after the Government purchased the farm "Elsenburg," situated about seven miles from Stellenbosch, and the school was transferred thither. As a consequence of the change, the students all came into residence at the school, an arrangement most desirable for purposes both of discipline and of practical instruction.

The present Principal was appointed in the same year, the resident staff of teachers was re-organised, arrangements for an improved course of lectures and practical training were effected a Farm Manager was appointed, and at the same time a thorough reconstruction of the buildings on the farm, with additions to provide class-room accommodation, etc., was immediately undertaken.

(2) OBJECT OF THE SCHOOL.—The object of the school is to provide a thorough and comprehensive training in both the theory and practice of Agriculture, as well as instruction in subjects bearing upon Agriculture, for young men who intend to follow the calling of farmers in South Africa.

(3) SIZE, SITUATION, AND DESCRIPTION OF ESTATE.—Elsenburg is situated one mile from Mulder's Vlei Railway Station, seven miles from Stellenbosch, and about thirty miles from Cape Town.

The estate consists of a fine old Dutch mansion, with farm buildings, school, necessary out-buildings, and about 850 morgen of land. The farm has long enjoyed the reputation of being one of the best in the Stellenbosch district. Many classes of land are to be found on it; sweet and sour veld and vlei are represented; fruit and vines thrive admirably; it is suited to the growth of most varieties of farm crops, and, moreover, it is well adapted for stock farming. Thus it is well fitted to fulfil the requirements of an agricultural educational institution.

Since the acquisition of the property by the Government considerable additions and repairs have been effected in the buildings, and many permanent improvements—such as the planting of orchards and vineyards, the clearing of useless bush, the draining, trenching, and fencing of the farm—have been carried out on the land. The farm, though still in the pioneer stage, is rapidly approaching order, and in its transition period ought to prove highly instructive to students.

(4) COURSE OF WORK.—The course is so arranged that the whole of the work may be completed in two years, and in that time pupils may gain a thorough insight into both the practical and scientific aspects of their subject.

The first year's course is to some extent preparatory to the more advanced work undertaken during the following year. Attendance, therefore, for the full term of two years is strongly advised; but the arrangements are such that any student attending for only one year would gain material advantage and would not feel that his time had been wasted.

The time of the students is, as nearly as possible, equally divided between the school and the farm. In this manner theory and practice are ever before the students, and the relation of one branch to another can be thoroughly grasped, and at the same time interest can be stimulated and attention concentrated on the subjects under consideration.

The class-room work consists of lectures and demonstrations in Agriculture in all its branches, viz.:—Dairying, fruit culture,

viticulture, winemaking, veterinary work, chemistry, botany, surveying, and book-keeping; and for those who are deficient in subjects of general education, instruction is also given in English, Dutch, and arithmetic.

The practical work on the farm is compulsory, and in view of this all students are expected to come provided with suitable clothing. As far as possible the work undertaken by the students is of an educative nature, though, should occasion arise, they may be required to perform purely manual labour.

In addition to the ordinary work embraced in the time table, each student is required to devote at least one hour every evening to the revision of the work taught during the day, and it is also expected that a general interest in the welfare of the farm will be manifested.

(5) **THE DAIRY.**—Unless a definite wish to the contrary is expressed by parents, each student is required to devote a full month to the subject of dairying; and during that period he must give his whole time to this subject alone. A commodious new dairy has been erected and thoroughly equipped for butter and cheese making, milk sterilising, and the testing of dairy products.

(6) **EXPERIMENTAL STATION.**—An experimental station is being established, where the effects of different manures will be demonstrated, and where the suitability of different crops and of different varieties of common crops will be tested for their powers of adaptation to the South African climate. Other work of a scientific, economic and instructive nature will also be carried on, so that students may have an opportunity of gaining an acquaintance with such matters which it would be difficult to obtain elsewhere.

(7) **THE MUSEUM.**—A small museum has been started for the purpose of making the lectures as practical as possible, and students and others are invited to forward objects of interest to add to the collection.

(8) **STANDARD OF ADMISSION.**—No student is admitted to the school unless he has passed the Fifth Standard of the Elementary School Course, or some other equivalent examination, and unless he is at least fifteen years of age.

(9) **TIME OF ADMISSION.**—Students are admitted in January and July.

(10) **FEES.**—The fee is 35*l.* per annum, payable half-yearly in advance; and a deposit of 3*l.* is charged to cover all breakages, damages, etc., the balance of which will be returned on the withdrawal of the student from the school. An extra fee of 30*s.* per half-year for laundry, and an optional 15*s.* per annum for athletics, are also charged; otherwise the fee is inclusive and covers all expense in connection with tuition, board, and lodging.

(11) **BURSARIES.**—Five bursaries of the value of 25*l.* per annum are offered in connection with the school to promising

sons of poor parents. They are tenable for twelve months, but are renewable for another year subject to satisfactory progress and conduct on the part of the holder.

(12) STUDENTS' SOCIETIES.—An Athletic and a Debating Society are in operation, both of which tend to foster that *esprit de corps* so essential to the success of an institution of this description.

XIII.—THE SCHOOL OF ART, CAPE TOWN.

1. The Cape Town School of Art was established in 1880, and was carried on, for the first fifteen years of its life, under the auspices and management of the South African Fine Arts Association, with the help of an annual Government grant. The classes met in the Association's rooms in New Street, and were formally opened, under the mastership of Mr. James Ford, by Sir Gordon Sprigg on the 19th January, 1881.

At the beginning of 1895 the whole control of the School was handed over to the Education Department, and on the Department securing in the same year the building and site belonging to the Fine Arts Association, it was resolved to erect new premises, and the classes were removed temporarily to the Mutual Hall, Darling Street. They remained there till the beginning of 1900, when they were transferred to the new building in Queen Victoria Street, where the School of Art occupies permanently the whole of the second floor.

2. The object of the School is to develop and encourage the study of Art, and to give instruction in the application of the general principles learned to the various branches of Arts and Crafts, *e.g.*, to design for wall-papers, to "process" reproduction, etc.

The following subjects are included in the course of instruction:—

ELEMENTARY DRAWING. Freehand, model, elementary light and shade.

ADVANCED DRAWING. Drawing from nature and from casts; advanced light and shade.

PAINTING. In oil, water-colour, monochrome; still life, casts, etc.

PAINTING FROM LIFE. Head and costume model.

DESIGN AND COMPOSITION.

DESIGN. For wall-papers, cretonnes, wood-carving, mural decoration, etc.

BLACK AND WHITE DRAWING. In line and wash for "process" reproduction.

CLAY MODELLING.

GEOMETRICAL DRAWING. Plane and solid geometry, as applied to industrial purposes.

MACHINE DRAWING. The copying of drawings of machines: the drawing and construction of screws, nuts, bolts, keys, cotters, pipes and pipe joints, shafting and shaft couplings, gearings,

valves, etc. The drawing and principle of the steam engine (simple form).

BUILDING CONSTRUCTION.

XIV.—RESOLUTIONS OF PARLIAMENT.

(On the closing of rural schools during harvest, and on the use of the Dutch and English languages in school regulations, etc.)

RESOLUTION PASSED IN 1891.

The House has learnt with satisfaction that some Mission Schools are closed during harvest time, with the consent of the Superintendent-General of Education, and deems it desirable that this practice should receive further extension in the rural wards of the agricultural districts during the busiest seasons of the year.

RESOLUTION OF 1893.

It is desirable that all Regulations and Forms issued by the Superintendent-General of Education in regard to Farming Schools and Public Schools should be printed in Dutch as well as in English.

RESOLUTION OF 1896.

This House is of opinion that all Forms and Regulations sent by the Educational Department to School Committees should be printed both in English and in Dutch.

XV.—NOTE ON INSTRUCTION IN MUSIC IN THE SCHOOLS OF CAPE COLONY.

In his report for 1899 Music-Instructor Farrington states that in the towns singing is taken up by about 95 per cent. of the schools. This is certainly satisfactory, seeing that the subject is always taken up voluntarily without any prospect of extra grant. Mr. Farrington further observes as follows:—"Roughly speaking, half the pupils being taught in the inspected schools are of native and half are of European descent. The practice of neglecting some of the younger native scholars, on account of their youth and consequent ignorance, cannot be justified, since the aborigines can learn the scale more readily than the alphabet. It is pleasing to find that in Girls' Schools singing is usually taught throughout. In Boys' Schools, however, as mentioned in previous reports, singing is often dropped in favour of the School Elementary examination. Thus, it comes about that some of the bigger boys consider singing a mean subject fit for girls and young children, but not for them. The different attitude taken up in England may be gathered from the fact that last year a conference of Headmasters of our great English Public Schools unanimously agreed that 'instruction in the proper use of the voice should form part of a Public School education.' So much has singing been neglected in the Colony during past years, that few of the young men educated here can be of use in a Church Choir or in a Choral Society. Indeed, there is a feeling abroad that the boys of Cape Colony are exceptionally unmusical.

Fortunately, the work now done by boys at Exhibition Concerts and Choir Competitions proves the reverse."

In the concluding portion of his report, Mr. Farrington makes the following observation on the love of the natives for simple harmonies and on their skill in making a clapping accompaniment to their songs:—

"The natives are so fond of their simple harmonies that they find as much pleasure in sol-fa-ing their songs as in singing the words. It is common to find only one verse of a hymn known, and this is repeated over and over again without intermission. A single chant being written on the blackboard in four parts as a sight test, the teacher let her class sing through it so many times that I asked, 'When are you going to stop?' She replied, 'When they know it,' and repeated it twenty-three times, after which I told her that would do. This wonderful love of repetition must account in part for the success of natives in harmonising simple melodies: they learn to feel the simple chords required. In another school I was informed that the scholars knew twenty-nine songs, chiefly from the *Tonic Sol-fa Reporter* and the *Christian Choir*.

"Native children are expert in making an effective accompaniment by clapping their hands. The most interesting performance of a song of native composition came before my notice at an informal visit to a Mission School in Port Elizabeth. The following original song was on the blackboard, the words being a composition of English, Dutch, and Kafir. They deal with a certain member of the family and the household pet.

Key F.

d ¹ :— . l s : l	d ¹ :— . l t : l	d ¹ :— . l s : l	m : r d :—
m :— f r f	m :— . f r	m :— . f r : f	d : t, s, :—
s :— . d ¹ t : d ¹	s :— . d ¹ s : d ¹	s :— . d ¹ t : l	s : f m :—
d :— . f m : r	d :— . f m : r	d :— . f m : f	s : s, d :—
O dear mother,	and our puppie	O we want our	little pup.

d. d :— . r m : s	d. d :— . r m : s	d. d :— . r m : s f	m : r d :—
s, . s, :— . t, d : r	s, . s, :— . t d : r	s, . s, :— . t, d : r	d. t, : l, . s, s, :—
m. m :— . s d : d ¹	m. m :— . s d ¹ : d	m. m :— . s d ¹ : d	s : f m :—
d. d :— . s, d : d	d. d :— . s, d : d	d. d :— . s, d : d	s, : s, d :—
Mama ze hontje, mama	ze puppie, mama	ze puppie's the pup	we prize.

Very slowly.

s, :— d :—	m :— — :—	r :— r :—	d :— — :—	m :— — :—	r :— r :—	d :— — :—
s, :— s, :—	d :— — :—	t, :— t, :—	s, :— — :—	d :— — :—	t, :— t, :—	s, :— — :—
m :— f :—	s :— — :—	f :— f :—	m :— — :—	s :— — :—	f :— f :—	m :— — :—
d :— d :—	d :— — :—	s, :— s, :—	d :— — :—	d :— — :—	s, :— s, :—	{ d :— — :— d, :— — :—
A - ya - pi	n'u ma ma	ne	nja	ya - ke.		

"What may be called the English section was sung most heartily to a clapping accompaniment. The Dutch part came next, and at its close there were furtive looks towards the door. During the Kafir portion one big boy with a voice of no particular class commenced to howl piteously, and to that accompaniment the sham mother, carrying a black and tan terrier, entered the room, to the evident delight of the songsters. With this exception very little of an original nature at all resembling a kindergarten song and game has come under my notice."

PART III.

THE EFFECT OF THE WAR ON THE SCHOOLS IN CAPE COLONY.

Down to the date of the outbreak of the war, which of course broke down for a time the regularity of school work in the parts of the colony affected by the outbreak of hostilities, the statistics continued to show a remarkable progress in educational efficiency in the Cape schools. The number of children above Standard IV. has been steadily rising for several years, and there has been during the same period a similar and probably not unrelated improvement in the qualifications of the teachers. The teachers are evidently becoming more and more competent; the attainments of the pupils are improving; the numbers of the pupils are steadily rising. Dr. Muir describes the progress as "noteworthy and gratifying," and adds that "these pleasing results are not a little amazing in view of the continued absence of any legislation in regard to compulsory attendance.

When war was declared the school statistics for the third quarter of 1899 had just reached the Education Office, or were on their way. In the middle of November, 1899, a supplement to the *Government Gazette* published exact information as to how the schools stood immediately before the war. There were then in operation 2,674 schools taught by 4,505 adult teachers, and having on their rolls 147,424 children, with an average attendance of 114,842.

In a Postscript to his Report for 1899, dated September 15, 1900, and published in the following month, the Superintendent-General thus describes the effect of the war upon the schools:—

"The first indications of change came from the districts adjacent to the western frontier of the Transvaal, and probably the first school known to the Office to be closed was one on the very border, the teacher of which, having early information of invasion, locked his school door and went for safety into the land of the enemy. The railway and telegraph lines were, however, soon cut further south, and large groups of schools were isolated in a moment. One Inspector ceased suddenly to send in reports, and it was ascertained some time later that he was shut up in Kimberley. Then the north-eastern frontier became affected in the same way. The December examinations were approaching, and the usual preliminary arrangements with the candidates should have been progressing: but letters and parcels of needle-work failed to turn up, and one examination centre after another dropped out of reach. Another Inspector, who had stuck doggedly to his work amid excitement and disturbance,

ceased to be a correspondent, and was found to be detained in Burghersdorp. A third might have been in Colesberg, but at the time the Inspectorship there was vacant.

"When the school-returns for the December quarter came in and began to be tabulated, the loss which had been suffered grew more apparent; and the completed work showed that as many as 215 schools had dropped from the list.

"The details for the Inspection-Circuits and Fiscal Divisions affected were:—

DIVISION.						No. OF SCHOOLS CLOSED.
Mafeking	-	-	-	-	-	11
Vryburg	-	-	-	-	-	14
Barkly West	-	-	-	-	-	19
Kimberley	-	-	-	-	-	35
Hay	-	-	-	-	-	6
Herbert	-	-	-	-	-	7
Colesberg	-	-	-	-	-	14
Albert	-	-	-	-	-	37
Aliwal North	-	-	-	-	-	29
Barkly East	-	-	-	-	-	21
Wodehouse	-	-	-	-	-	22
Total	-	-	-	-	-	215

Except in the case of Albert and Wodehouse, the numbers given are practically the numbers of *all* the schools in the Divisions. It has since been discovered that a few—probably half a score—of the 215 were actually at work up till nearly the end of the year, and that some of these few were carried on under very trying circumstances and much to the credit of the teachers concerned—especially the women.

"As soon as relief came no time was lost in trying to return to the old order of things. Inspector Pressly was one of the first to leave Burghersdorp after the invaders moved northwards, and in a day or two he was busily at work inspecting and trying to resuscitate his ruined schools. In the Kimberley Circuit things did not return so readily into the old groove, the military authorities there having greater difficulties to contend with or being less complaisant to the Inspector. By the end of the first quarter of the present year (1900), 44 of the closed schools had been re-opened, and by the end of the second quarter (30th

June), 50 more : so that at that date there remained 121 to be dealt with. Doubtless a number even of these are now in operation, but the actual facts cannot be known until the end of September. Meanwhile 60 additional new schools had been opened elsewhere, so that on 30th June the list contained only 61 fewer schools than were in existence when the war broke out. Supposing, therefore—what is very probable—that the present quarter should add 61 schools to the list, we shall find ourselves on 30th September exactly where we were, in the matter of open schools, twelve months before. In other words, *one clear year's work in the founding of schools has been lost.*

“A study of the figures regarding school attendance not only corroborates this, but brings some other painful facts into view. On the 30th September, 1899, the average attendance was, as has been stated,

114,842;

nine months afterwards, viz., on the 30th June, 1900, it was

110,483 :

that is to say, it was 4,359 less. An increase of 4,359 is thus wanted during the present quarter in order to bring us back on 30th September to the position we occupied a year before. This will be very probably be attained ; but it is absolutely certain that the additional children will not be of those belonging to the districts affected by the war. The facts in regard to the loss of school children in these districts up to 30th June may be presented thus :—

DIVISION.						SCHOLARS MISSING.
Mafeking	-	-	-	-	-	435
Vryburg	-	-	-	-	-	161
Gordonia	-	-	-	-	-	186
Barkly West	-	-	-	-	-	458
Kimberley	-	-	-	-	-	969
Hay	-	-	-	-	-	128
Herbert	-	-	-	-	-	173
Kenhardt	-	-	-	-	-	86
Colesberg	-	-	-	-	-	315
Albert	-	-	-	-	-	707
Aliwal North	-	-	-	-	-	460
Barkly East	-	-	-	-	-	292
Wodehouse	-	-	-	-	-	360
Total	-	-	-	-	-	4,730

When the Divisions referred to become quite settled, and the people fully resume their former mode of life, a considerable number of these pupils may be found again in school; but it is also clear that there are many who will certainly not return at all.

"The Railway Schools, it may be noted, even in the undisturbed districts, suffered very severely. The two schools at Modder River, and the schools at Norval's Pont, Stormberg, and Burghersdorp, were, of course, actually closed; but owing to the presence of military camps at such places as Naauwpoort and De Aar, and owing to the derangement of the train service which made it impossible to put down and take up children at stations at times to suit the school hours, the attendance fell almost in every instance. By 30th June it had not quite recovered, but the prospects were very hopeful.

"As for the teachers, it would seem that the majority of them moved outside the fighting lines; and—curious to say—in two instances a sufficient number of their pupils moved with them to make it worth while to continue school work. As has already been indicated, however, some of them stuck to their posts with pleasing heroism; and in several instances the public has been indebted to them for very interesting diaries of events. In not a few cases, unfortunately, especially in the north-eastern districts, male teachers were implicated in the rebellion, and have not since been heard of in their districts.

"School buildings suffered to a considerable extent. The Wesleyan Mission School at Mafeking was totally destroyed; the fine class-room of the Kimberley Poor School was seriously damaged by a shell; and of several small rural schools only the bare walls remained. Often when the buildings escaped the furniture and fittings were destroyed. On the whole, however, the loss in this way is not so great as might have been anticipated.

"The material damage sustained by the Department during the war can be repaired easily and within a limited time; it remains to be seen how much can be done to bring back prosperity to the schools which have been cleared of their pupils, and to found new schools in sufficient numbers to compensate for the loss of a year's progress. It is earnestly to be hoped that men of all parties will unite towards attaining an end so eminently desirable."

[Recent official Reports on Education in the Cape Colony can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.]

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THE SYSTEM OF EDUCATION IN NATAL.*

UP to the year 1865 Government supported one high school History for boys and two primary schools for boys and girls, besides giving aid to about sixty schools scattered throughout the colony. From that date onwards it was the aim of the Government to establish more Government schools and to extend aid to all schools complying with certain conditions. By the end of 1877 four schools, two high and two primary—one of each in Pietermaritzburg and Durban—had been established and were maintained and managed entirely by the Government; the Governor, through the Superintendent of Education having the immediate control. In both town and country other schools, established by committees or private individuals, and varying annually in number from five to ninety-one, were aided by Government with grants from £16 to £136 a year each.

To put educational matters under the guidance of a special Education Council, and to systematise into law the general principles and Acts of 1877 and 1894. conditions which should regulate educational action, two Bills were framed by the Governor and passed by the Legislative Council in 1877, the one to make better provision for primary or elementary education, and the other to promote secondary education. On January 1, 1878, the Council of Education assumed its duties, and after sixteen and a-half years' good work, it was abolished by the Education Act of 1894, which virtually vested the powers of the Council in the Minister of Education with the present Superintendent of Education as Chief Executive officer.

Various improvements are being gradually effected in the work and regulations of the department. It is the endeavour of the Government to bring education within easy reach of every

* The report was prepared by Mr. Russell in January, 1898. The statistics have been corrected from Mr. Russell's report, as Superintendent of Education, for the year 1899, dated Natal, March, 1900. See also Supplementary Note. The proof of the Report in its present form has been kindly revised by Mr. R. Russell, Jun., Secretary to the Agent-General for Natal.

School
Attendance.

European child in the Colony, and to provide facilities, as far as practicable, for giving a suitable training to the children of natives and Indians. Although education is for the most part controlled by the Government, there are a good many schools, both primary and secondary, which are not under inspection. These private schools are mostly doing excellent work. The European population in 1898 was 53,688, and the number of European children at school is about 11,000. This is over one-fifth, the usual estimated proportion being one-sixth, and there seems to be no need for a compulsory act. Government provides free education to all who are not able to pay the school fees. There are probably not more than 200 children of school age who are not receiving schooling of some kind. These figures refer only to the white population.

Native
Schools.

The native population numbered in 1898, 787,574, and the Indian population about 61,000. These Indians were originally introduced from Calcutta and Madras as labourers on plantations and farms, and after their term of indenture has expired they are generally occupied as domestic servants, market-gardeners, small farmers, fishermen, etc.

Administra-
tion and
Inspection.

The Executive branch of the Education Department consists of a Minister of Education, a Superintendent of Education,* four Inspectors, and two Clerks. An annual *viva voce* examination of each school is held, the date being fixed by the Inspectors, sufficient notification being given to the head teacher. All schools receiving Government aid are open at any time to the officers of the Education Department, and visits without notice are made by all the Inspectors. As far as possible the Inspectorial and Clerical staffs are appointed from the ranks of the teachers.

Statistics,
1899.

In 1899 there were 517 schools under Government Inspection, viz., 293 European schools, 188 native schools, and 36 Indian schools—with an aggregate attendance of 23,705 (12,163 boys and 11,542 girls), consisting of 9,419 Europeans (4,891 boys and 4,528 girls), 10,725 natives (4,246 boys and 6,479 girls), and 3,561 Indians (3,026 boys and 535 girls). This was 7 per cent. higher than the aggregate attendance for 1898 and 22 per cent. higher than that for 1897.

The average regular daily attendance in 1899 was: In European schools, 83 per cent. of the number enrolled; in native schools 75 per cent.; and in Indian schools 64 per cent.

The number present at the annual inspections in 1899 was 14,942—8,313 Europeans, 4,732 natives, and 1,897 Indians. In 1899 the disturbed state of the country interfered considerably

* The title of this officer was changed by the Legislature in 1898 from Superintending Inspector of Schools to Superintendent of Education.

with inspections. The following statistics are given in the report for 1899 :—

	Number present at Inspection.		
	Boys.	Girls.	Total.
Government Schools - - - -	2,795	2,233	5,028
Government Aided Schools— Secondary and Special - -	121	424	545
Government Aided Schools— Primary - - - - -	1,193	1,517	2,740

Native Schools—Number of pupils personally examined in 1899 - - 4,732
 Indian Schools—Present last inspection 1,897

It is estimated that about 1,600 children of European parentage are being taught privately or at schools not in receipt of Government aid. Several of these schools are of high standing and all keep pace with modern educational requirements.

Of the 517 schools, twenty-nine have been established, and are maintained exclusively by Government. All the other schools are either private schools, denominational schools, or board schools receiving grants in aid varying from £10 to £250 a year each. Nearly all the native and Indian schools are directly connected with the various religious bodies in the Colony.

The Government schools consist of two High Schools, established, equipped, and maintained exclusively by Government, five Model Schools, which are doing the work of good middle grade high-class English Schools, seventeen Primary Schools, two Art Schools, and three Indian schools. Maritzburg has one High School and two Model Schools; Durban has one High School and three Model Schools. One of the primary schools is in Maritzburg, one at Addington (a suburb of Durban), and the other fifteen are county schools established in the chief centres of population.

The work of the two high schools is based on the School High Schools, Higher Matriculation and the intermediate examinations of the Cape University. The head masters nominate their own assistants, and they are left almost entirely free in everything relating to the work and management of their schools. The aggregate attendance is about 295, and accommodation is provided for 100 boarders. An exhibition to a Home University of £150 a year, tenable for four years, is given annually. One of

our exhibitioners, Mr. T. J. Bromwich, was Senior Wrangler in 1895, and his distinguished success was a source of much gratification to the Colony.

A Mining Scholarship of £80 a year, tenable for four years, is given on certain conditions to the boy who passes highest in the Cape University Intermediate Examination, provided he obtains satisfactory marks in Mathematics.

The "F. L. Jonsson Scholarship" of £80 a year, tenable for three years, is open to competition for all pupils of Government or Government Aided Primary Schools.

It may be mentioned that Natal is affiliated to the University of the Cape of Good Hope, and is represented on the University Council by the Superintendent of Education; nearly all the Scholarships and Bursaries given by the Cape University are open to Natal students.

Model
Schools.

The collective attendance at the five model schools is about 2,815. The majority of the head teachers and the chief assistants of these schools and of the county schools are English trained, and their work is modelled on that of the best English schools. From time to time teachers holding the English Privy Council certificate have been selected by accredited persons in England and sent out to senior posts, but promotion of juniors who have served well and faithfully is the guiding principle in the majority of appointments. Teaching as a profession is not popular with the colonial lad, but girls can be had without difficulty. There is a pupil teacher system similar to that of England. The pupil teacher is nominated from the best senior pupils, and the nomination is approved or disapproved of by the Superintendent of Education. The apprenticeship extends over four years, and the apprentices are examined annually by the Department. The proportion of male to female teachers is 7 : 12. All teachers on the Fixed List are as members of the Civil Service entitled to avail themselves of a superannuation fund.

The books, furniture, and apparatus are all modern.

Cooking, dressmaking, and cutting-out classes are established at the two girls' model schools; workshops and science classes at the two boys' model schools, and at most of the county schools. Ambulance classes have been established at some of the schools, and, during the Boer war, an immense amount of work has been done by the girls' schools for the comfort of Regulars and Volunteers at the front, the materials provided being made up into sheets, handkerchiefs, cushions, pillow-cases, etc. Four bursaries of the annual value of £40 each, tenable for three years, are given yearly for the purpose of allowing the holders to pursue their studies in subjects of secondary instruction. These bursaries are awarded after special examinations.

Scholarships.

The two art schools are in charge of teachers certificated from South Kensington, and the students take part in the various English drawing, science, and technical examinations. The director of the art schools exercises a control over the science and technical work of all the Government schools.

The European Government Aided schools are divided into **Farm Schools**. fixed and farm schools. In 1899 there were 82 of the former and 211 of the latter. The farm school system was established in 1887 for the benefit of the children of farmers and others in sparsely-peopled districts. They may come up for examination to the nearest Government school, or an inspector will visit any house where not fewer than ten pupils can be gathered together, provided that such examination centre is not less than five miles from a Government or aided school. On satisfactory progress being shown, the grant of £3 a year is made for every pupil under Standard VI., and £4 for every pupil in Standards VI. and VII. The syllabus of instruction is almost identical with that of the Government schools.

The total ordinary expenditure for the financial year ending **Expenditure.** June 30, 1899, amounted to £56,048, divided thus:—Europeans, £47,627; Natives, £5,834; Indians, £2,586. The average cost to the Government for educating each child is about £1 19s., each European child costing £3 19s. 5d.; each native child 11s. 10d.; and each Indian child 12s. 8d. This charge includes all expenses of administration. In 1899 the Government cost per head at the high schools was about £10 8s.; at the model schools, £3 17s.; at the county schools £7 14s.; at the aided schools, £2 2s.; and at the farm schools £2 14s.

The salaries of the head teachers range from £250 to £550 per annum and of assistants from £80 to £300 per annum.

The revenue derived from Government school fees in 1899 **Fees.** amounted to £7,904 2s. from Europeans, and £117 11s. 9d. from Indians. In 1897 the rate of fees varied from 1s. to 5s. a month at the model and primary schools, but the aggregate fee charged for any one family does not exceed 10s. a month, and from 10s. to £1 a month at the high schools. Boarders pay from £30 to £60 a year each.

Education in the Government schools is to all intents and purposes secular and unsectarian. The following, *re* religious **Religious Instruction.** instruction, appears in the rules to be followed in Government schools:—

“School shall be opened with prayer. Regular religious instruction of a simple and unsectarian kind shall be given throughout the school, but any scholar may be withdrawn by his or her parent or guardian from such instruction without forfeiting any of the other benefits of the school.”

All Government school buildings are erected and maintained by the Public Works Department.

Curriculum.

There is a library attached to every Government school. Calisthenics, drill, and singing form an important part of every school curriculum. Two thousand schoolboys have been formed into a regiment of cadets, and twelve hundred of these are armed and able to shoot. A collective encampment is held annually for four or five days.

The general principle adopted is to secure the best teachers and to give them a free hand. They are allowed to follow their own methods of work.

**Special
Institutions.**

The children of the colonists are all well fed and well clothed. There is no necessity for providing free dinners, nor for reformatory or industrial schools,

Blind people and persons of defective intelligence are rarely met with, and the school in Durban for the deaf and dumb, which costs Government £400 per annum, has only eight pupils.

Evening classes in science, shorthand, etc., have been tried in connection with the Government schools, and have met with some measure of success.

A syllabus of the course of study in primary schools is appended herewith.

(Signed) ROBERT RUSSELL,
Superintendent of Education.

Education Office,

Natal. [August 24, 1900.]

Recent reports of the Superintendent of Education for Natal can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

SUPPLEMENTARY NOTES.

Since the above was written, there have been published the Reports of the Superintendent of Education for the years 1898 and 1899. From these Reports the following additional particulars and recent statistics have been taken :—

(1) INTERRUPTION OF SCHOOL WORK BY THE WAR.

In his report for 1899, dated March 22, 1900, Mr. Russell, Superintendent of Education, writes : “The year’s school work has been seriously interrupted and hampered by the outbreak of war between the Empire and the two Dutch Republics, especially by the invasion and temporary retention by the Boer forces of the northern parts of the Colony. All the European, native, and Indian Schools north of Colenso have been abandoned for the time, and the pupils have nearly all migrated coastwards and filled to overflowing the schools in Maritzburg and Durban. These refugees, in addition to a considerable number from the Transvaal and the Free State, have partially disorganised the schools to which they have gone. The schooling of children from the Transvaal especially is found to have been very much neglected, and special classes had to be formed for boys who were too old and too big for an infant school, but not advanced enough to enter the lowest class of a boys’ school. Nearly all these refugee children receive free education and the free use of school books.

“The school buildings at Newcastle and Dundee are being used as Boer hospitals. Ladysmith School is stored with British munitions of war, and has had the novel experience of having its school desks splintered by the shell of the enemy during the siege. Estcourt School and the Maritzburg College are military hospitals ; and Weenen School, owing to the proximity of the Boer forces, had to be closed for over a month. The attendance at this last school is, for various reasons, now only about half of what it was before the war. Maritzburg College and Estcourt School have been reopened for day pupils in temporary premises—the former in the Native High Court and the latter in the Wesleyan Chapel and adjoining marquees.

“The general proficiency of the schools and the attendance and progress of the children are quite satisfactory.”

(2) EDUCATIVE BENEFIT OF THE IMPROVED FACILITIES FOR TRAVEL IN NATAL.

In his report for 1898, the Superintendent of Education remarks as follows :—

“While the present high standard of education and its wide diffusion throughout the Colony are an enduring testimony to the wise foresight of the Governor by whom the educational enactments were framed, it must

not be overlooked that the general advancement and prosperity of the community, especially the modern facilities for travelling, are proving of great educative benefit to the children as well as to their elders. Twenty years ago it was very unusual for me to find in up-country districts any child who had ever been out of his native village. The teacher, however able and earnest, was circumscribed by his environment. It was next to impossible for him, for instance, to explain the greatness and extent of the Empire to children whose ideas were bounded by the horizon of their own hamlet, to whom the ox-wagon was the ideal means of locomotion, who had never seen a soldier, and to whom the mention of the ocean and ships conjured up no memories. His words could awaken no response. Now the railway, that great educator, has changed and is changing all that. The dull stare which so often greeted one's questioning has, except in remote corners, almost wholly disappeared; and both teachers and inspectors find the change in the keener interest and the more intelligent apprehension which the children bring to bear on the instruction imparted to them, and in the increased vivacity and responsiveness of their manner."

(3) DANGER OF ATTACHING UNDUE IMPORTANCE TO EXAMINATION RESULTS
AND TO ATHLETICS AND GAMES IN SCHOOL LIFE.

In the same report, the Superintendent writes: "There is a tendency, not confined to Natal, to press unduly for examination results, and to estimate the standing of a school by the success of its senior pupils rather than by the character of its work as a whole. . . . Athletics and sports not infrequently bulk too largely in school life. Care will have to be taken that they are practised and patronised more as an educative recreation than as a popular passion."

(4) KINDERGARTEN TEACHING, MANUAL TRAINING, AND INSTRUCTION IN
ELEMENTARY SCIENCE.

The Superintendent writes in his report for 1898: "In 1878 infant schools, in the modern sense of the term, were almost unknown in Natal, and the instruction given in Art and Science was of a very perfunctory character. In 1897 I went to the annual display of what the Chief Inspector of English Schools described as one of the best 'Kindergarten and Froebel Training Schools' in London. What I saw then cannot for a moment be compared, either in variety or in excellence, with the exhibition of school handicraft, held in June last in the Art School in Maritzburg. In all the kindergarten schools I visited in England and the Continent I saw very little that is not to be found in our own schools. By the favour of the Scandinavian Government I made myself acquainted with the details of Sloyd as taught in the State Schools of Sweden. With the exception of working in metals, all the exercises of this craft are taught under other names in our best Government Schools. Good progress is being made in manual work and in elementary, scientific, and technical instruction. The almost entire absence of manufactures and industries in Natal deprives the students of a practical stimulus to zealous work in this direction. I saw the chief Technical Schools in England and on the Continent, spent a considerable time at the Battersea Polytechnic Institute, and attended the lectures and demonstrations of the International Technical Congress held in London in 1897. Effect is gradually being given to the practical information thus gained.

(5) SUMMARY OF EXPENDITURE ON EDUCATION IN NATAL, 1899.

(From Superintendent's Report for 1899, published 1900.)

	Amount Voted.	Amount Expended.
	£ s. d.	£ s. d.
1. Salaries * (Education Office, Inspectorate, Teachers in Primary Schools) - - - -	25,075 13 10	25,017 7 2
2. Secondary Education - - - -	3,810 0 0	3,800 4 7
3. Contingent and other expenses (including Education of Deaf Mutes, Bursaries and Exhibitions, Government School of Art, Science and Technical Instruction) - - -	18,045 0 0	16,123 18 10
4. Native Education (from Native Reserve) - - - -	5,500 0 0	5,499 15 10
5. Indian Education - - - -	1,957 19 0	1,957 19 0
	£54,388 12 10	£52,399 5 5

* These amounts represent thirteen months' salary in order to bring future payments within the period specified in the Supply Bill, viz., from July 1 to June 30.

APPEN

THE COURSE OF STUDY IN

STANDARDS OF	
Stand.	ENGLISH. (Reading, Recitation, Grammar, Geography, and History.)
I.	Read from Standard I. Reading Book. Learn by heart 20 lines of simple verse, and know their meaning.
II.	Read from Standard II. Reading Book. Learn by heart 40 lines of poetry, and know their meaning. Point out nouns and verbs. Geographical terms simply explained. Point out continents and oceans.
III.	Read from Standard III. Reading Book, or Stories from English History. Recite with intelligence and expression 60 lines of poetry, and know their meaning. Point out nouns, verbs, adjectives, adverbs, and personal pronouns, and form simple sentences containing them. Chief countries, towns, and physical features of the continents.
IV.	Read from Standard IV. Reading Book, and Russell's "Natal." Recite 80 lines of poetry, and explain the words and allusions. Parse simple sentences and illustrate the use of the parts of speech. Detailed general physical and political geography—Natal particularly.
V.	Read from Standard V. Reading Book, and Russell's "Natal." Recite 100 lines from some standard poet, and explain the words and allusions. Analyse and parse simple sentences. Prefixes, affixes, and common Latin roots. More detailed physical and political geography, Natal and South Africa particularly. Latitude and longitude. Day and night. The seasons. History of Natal, and outlines of English History.
VI.	Read from Standard VI. Reading Book, and Russell's "Natal." Recite 150 lines from Shakespeare, Milton, or other English classical author, and explain the words and allusions. Analyse and parse complex sentences. Prefixes, affixes, and Latin roots. More detailed, physical, and political geography. Manufactures and commerce. Circumstances which determine climate. History and Geography of Natal. More detailed English History.
VII.	Read a passage from Shakespeare or Milton, and Russell's "Natal." Recite 200 lines from Shakespeare, Milton, or other standard English classical author, and explain the words and allusions. Analyse and parse sentences, and know derivation of ordinary English words. The Ocean. Currents and tides. Planetary system. Phases of the moon.
No pupil under Standard I. will be entitled to a grant. Any other subjects may be taught, and the work in them will be examined if desired. Any modern school books will meet with approval. Recitation cards are recommended and arithmetic cards should be used for home examination tests. Round bold writing will be required from both boys and girls. Reading with intelligence will be required in all the Standards, and increased	

DIX A.

EUROPEAN PRIMARY SCHOOLS.

EXAMINATION.

WRITING. (Copy-books, Exercise-books, Dictation, and Composition.)	ARITHMETIC.
Write 10 easy words from dictation. Show Copy Books (medium hand).	Notation and Numeration upto 1,000. Simple Addition and Subtraction. Multiplication Table upto 6 times 12.
Write 3 lines dictated from Standard Reader. Show Copy Books (improved medium hand).	Notation and Numeration up to 100,000. The four Simple Rules. Multiplication Table. Pence Table to £1.
Write 6 lines dictated from Standard Reader. Show Copy Books (capitals, and figures, medium and small hand), and Exercise Books.	Long Division. Addition, Subtraction, Multiplication, and easy Division of Money. Former Rules. Knowledge of Signs, +, -, ×, ÷.
Write to dictation, passage from Reader. Show Copy Books (improved small hand), and Exercise Books.	Division and Reduction of Money. Weights and Measures—exercises in four rules and reduction. Former Rules.
Write from memory the substance of a short story read out twice; spelling, handwriting, and correct expression to be considered. Show Copy Books and Exercise Books (improved small hand).	Practice, Bills of Parcels, and Simple Proportion. Addition and Subtraction of Proper Fractions with denominators not exceeding 20. Former Rules.
A short exercise in composition. Passage dictated from newspaper, or reader. Show Copy Books and Exercise Books (improved small hand).	Vulgar and Decimal Fractions, Proportion, and Simple Interest. Former Rules.
More difficult exercises in dictation and composition. Show Note Books and Exercise Books.	Higher Arithmetic, with Mensuration of Parallelograms, Right-Angled Triangles, and Circles. Former Rules.

fluency and expression in successive years. Questions will be put on the meaning of what is read.

The dictation and Arithmetic of Standard III. and upwards may, at the discretion of the Inspector, be on slate or paper.

The work of girls in Arithmetic will be judged more leniently than that of boys. Mental Arithmetic suitable to the respective Standards will be given.

Pupils need not pass in the same Standards in the different subjects.

In German or Dutch schools German and Dutch Readers may be used along with the English Reading Books.

APPENDIX B.

EDUCATIONAL SUMMARY FROM 1886 TO 1899.

Year.	Number of Schools under Inspection.				Number of Pupils in Attendance.				Amount of School Fees paid into Treasury.	Government Expenditure.
	Euro-pean.	Native.	Indian.	Total.	Euro-pean.	Native.	Indian.	Total.		
1886 January 1—December 31	49	64	27	140	4,049	3,817	1,702	9,568	£ 3,039 3 10	£ 23,379 15 10
1887 " "	43	54	27	124	3,991	2,889	1,591	8,471	3,254 9 6	17,066 15 9
1888 " "	47	54	25	126	4,186	2,943	1,891	9,020	3,652 14 5	23,465 4 2
1889 " "	87	52	27	166	4,703	2,902	2,007	9,612	4,123 8 0	24,678 15 4
1890 January 1—June 30	90	63	25	178	5,793	3,307	2,141	11,241	2,201 2 9	18,776 11 7
1890-91 July 1—June 30	92	76	27	195	5,986	4,026	2,270	12,282	4,936 12 3	39,669 3 1
1891-92 " "	128	71	27	226	6,184	3,895	2,706	12,786	4,859 6 6	37,217 14 5
1892-93 " "	126	73	26	225	6,399	3,829	2,589	12,817	4,808 10 3	37,100 4 0
1893-94 " "	130	91	26	247	6,476	5,064	2,452	13,992	5,108 8 6	37,388 4 1
1894-95 " "	287	133	28	448	7,608	6,790	2,919	17,317	5,833 2 9	40,680 16 0
1895-96 " "	297	145	28	470	8,180	7,049	1,842	17,071	6,841 13 5	45,998 8 10
1896-97 " "	319	159	30	508	7,685	8,542	2,995	19,222	7,652 2 3	45,457 0 11
1897-98 " "	303	184	32	519	8,675	10,248	3,214	22,137	8,079 6 0	52,399 5 5
1898-99 " "	293	188	36	517	9,419	10,725	3,561	23,705	8,124 9 0	56,048 5 5

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